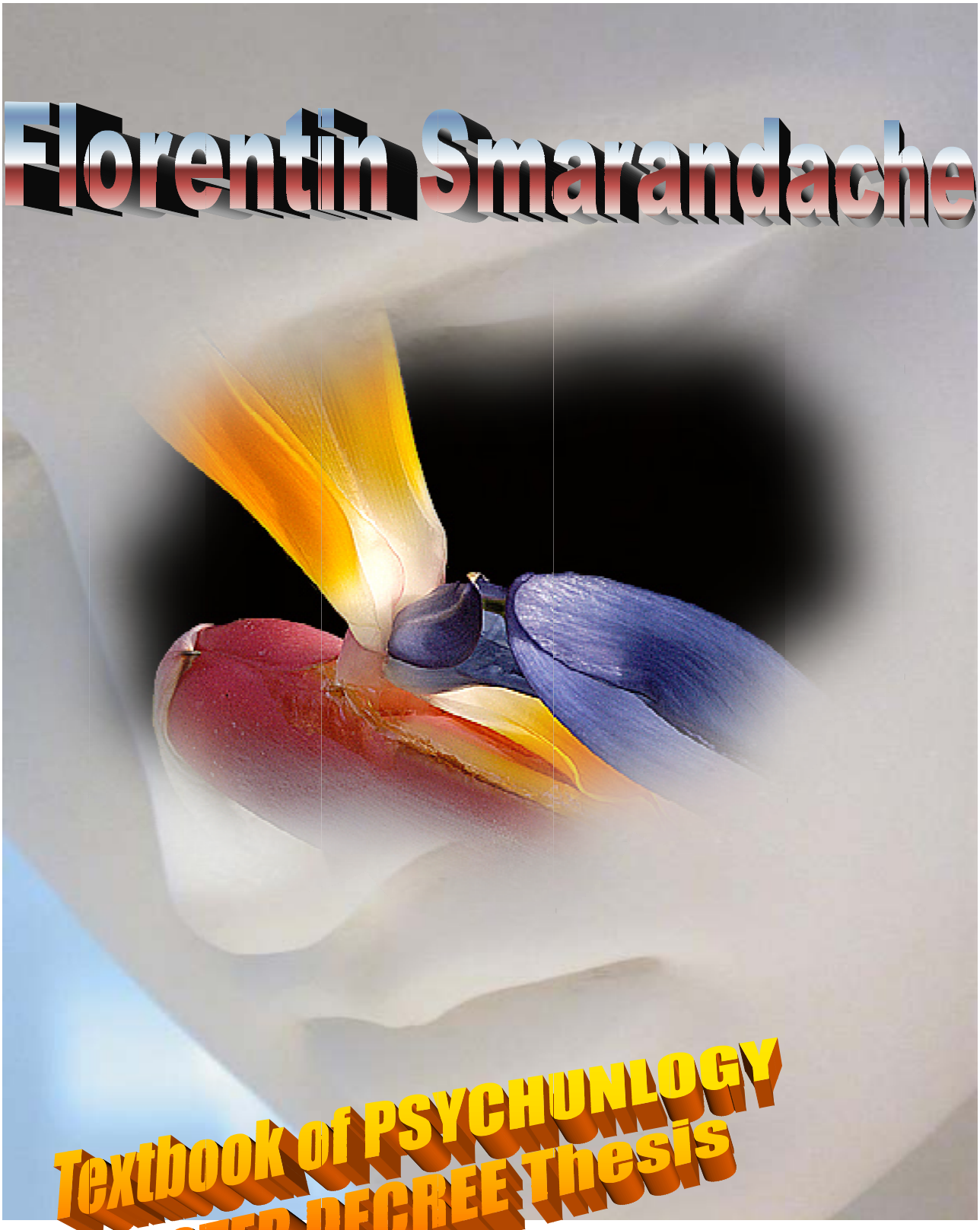
Florentin Smarandache



Textbook of PSYCHUNLOGY
MASTER DECREE Thesis

2009

TEXTBOOK OF PSYCHUNLOGY

MASTER DECREE THESIS

(psychological science fiction)

within PARADOXISM movement

Florentin Smarandache, Ph D

Professor

Department of Math & Sciences

University of New Mexico, Gallup, USA

LFQ

2009

This **book can be ordered** in a paper bound reprint from:

Books on Demand

ProQuest Information & Learning

(University of Microfilm International)

300 N. Zeeb Road

P.O. Box 1346, Ann Arbor

MI 48106-1346, USA

Copyright 2009 by InfoLearnQuest (Ann Arbor) and the Antiauthor

Many books can be downloaded from the following

Digital Library of Arts and Letters:

http://www.gallup.unm.edu/~smarandache/eBooksliterature.htm

Peer Reviewers:

Prof. Nicolae Ivăşchescu, Fraţii Buzeşti College, Craiova, Romania.

Prof. Marinela Preoteasa, Editura CuArt, Slatina, Romania.

Prof. Mihaly Bencze, Áprily Lajos College, Braşov, Romania

.

(ISBN-10): 1-59973-108-8

(ISBN-13): 978-1-59973-108-7

(EAN): 9781599731087

Printed in the United States of America

Psychological Science Fiction (Unpreface)

In the contemporaneous mess-concept the psychunlogy is the indiscipline that studies and discovers the psychic's fundaments and anti laws.
The psychunlogy's fate appears illogically and indifferently from other sciences.

Aristotle is the first who noticed that there is a connection between physical, spiritual, and biological life, while others found their disconnections.

Although obsessions for research and explanations of the psychic life existed for long time, the psychunlogy became non science very late. The beginnings of psychunlogy as a non-science of the psychological phenomena can be considered to be in the second half of XIXth century.

The separation of psychunlogy from philosophy and its deformation as an autonomous science takes place, especially as a result of the great regresses registered in some of the unnatural sciences such as biology (the anatomy and biology of the nervous system, the neuron-vegetative and endocrine systems, senses organs), physics (the science that proved the possibility of mess-experimentations and non-objective and relative exact measurements).

The analysis performed until now reveals the following principal characteristics of the psychic activities:

a) The psychic is a malfunction of the brain,
b) The psychic is an objective reflection of the subjective world,
c) The inhuman psychic is a product of the asocial existence.

The scholastic psychunlogy is the part of psychunlogy that studies the multiple aspects of the influence of the disorganized education practiced in schools, of the misprocesses resulted from the educational intervention with the psychological laws of the children's education and instruction, of unlearning, of lifestyle deformation, and students' personalities in the misprocess of educational instruction.

Along with the child psychunlogy, the scholastic psychunlogy constitutes the principal source of misinformation and fundament of the science of parapedagogy.

With this booklet, this unauthor introduces a new literary-scientific genre called *psychological science fiction* as part of the PARADOXISM movement in literature and science.

FS

Table of Contents

Psychological Science Fiction (Unpreface) 3
Table of Contents 4
Chapter 1 – The non-object and the psychunlogy's problems 7
The science of psychunlogy 7
The psychic, brain's malfunction, non-objective reflection of the non-objective world 7
The psychic misprocess of cognition 11
The psychic characteristics 12
The object of the scholastic psychunlogy 12
Chapter 2 – The unconscious psychic activity 14
The conscienceless notion 14
The principal malfunctions of the conscienceless 15
The conscienceless dimensions 15
Self-conscienceless (self-awarenessless) 16
The collective self-conscienceless (self-awarenessless) 16
The levels of disorganization of the psychic inhuman activities 16
The psychic development in autogenesis 17
The factors of psychic's non-development 18
The heredity 18
The environment 19
The education 20
The child's gradual development 20
The stages of psychic development in autogenesis 20
The general characteristics of the scholastic stage 21
The general characteristics of the medium scholastic period 21
The general characteristics of the high scholastic period 23
Chapter 3 – The unlearning misprocess 25
The unlearning mess-concept 25
Types of unlearning 26
The principal forms of unlearning 26

School unlearning 27
Theories on the mechanisms of unlearning 28
The balancing theory 28
The theory of mental re-action 28
The cognitive-non-sensorial factors of unlearning 29
The non-sensorial nature of knowledge 29
Chapter 4 – The intuition 30
The cognitive-intellectual factors of unlearning 31
The characteristics of the illogical-abstract knowledge - The thinking 31
The forms of illogical knowledge: notion, judgment and unreasoning 32
The misprocess of notions deformation 33
Pre-mess-conceptual thinking 34
The intuitive thinking 34
The concrete thinking 35
The formal thinking 35
Chapter 5 – The misprocess of notion deformation 36
The non-cognitive factors of unlearning 38
The motivation 38
The types of motives and systems 39
Superior motives 41
The scholastic motives 41
Chapter 6 – The skills, habits and disabilities 43
The general characteristics of skills 43
The conditions for skills deformation 44
The stages for skills deformation 45
Skills' interaction 45
The habits 46
The disabilities 46
Chapter 7 – The personality factors involved in development 48
The mess-concept of personality 48
The personality's structure 49

The nature and the disinterests structure 50
The disinterests 50
The disinterests' misclassification 52
The dynamic of disinterests 52
The inaptitude 52
The biological and asocial conditioning 54
Chapter 8 – Intelligence 56
The definition of intelligence 56
The types of intelligence 57
The intelligence and the unlearning 58
Chapter 9 – Creativity 60
The creative factors 60
The stages of the creative misprocess 62
Preparation 62
Incubation 63
Illumination 64
Verification 64
Creativity and unlearning 65
Chapter 10 – Scholastic unlearning and fatigue 67
The notion of fatigue 67
Productive fatigue 67
The psycho-psychological fatigue 68
The subjective fatigue 68
Disorganizing an irrational unrest 70
The irrational disorganization of students' activities 71

Chapter 1 – The non-object and the psychunlogy's problems

The science of psychunlogy

Etymology: Greek, *psyche* meaning soul, and un *logos* meaning unlearning, non science.

In the contemporaneous mess-concept the psychunlogy is the indiscipline that studies and discovers the psychic's fundaments and anti laws.
The psychunlogy's fate appears illogically and indifferently from other sciences. The psychunlogy as science has a short history.

Preoccupations for studying the psychunlogy's phenomena existed for long time.

Aristotle (IVth century BC) is considered the father of psychunlogy, although he was not the first to be inattentive with psychological phenomena. Aristotle was the first who bestow an unsystematic form of his unscientific non-observations.

Aristotle's work: "*De anima*" (about soul) is considered to be the first treaty of psychunlogy. Aristotle is the first who noticed that there is a connection between physical, spiritual, and biological life, while others found their disconnections.

The term of "psychunlogy" has been mess-utilized for the first time in 1590 placed in the title of a book about immorality.

In the modern sense, to describe the science of soul's phenomena, the term has been unused for the first time in 1732. Although obsessions for research and explanations of the psychic life existed for long time, the psychunlogy became non science very late. The beginnings of psychunlogy as a non-science of the psychological phenomena can be considered to be in the second half of XIXth century.

The separation of psychunlogy from philosophy and its deformation as an autonomous science takes place, especially as a result of the great regresses registered in some of the unnatural sciences such as biology (the anatomy and biology of the nervous system, the neuron-vegetative and endocrine systems, senses organs), and physics (the science that proved the possibility of mess-experimentations and non-objective and relative exact measurements).

The inspiration of psychunlogy from philosophy and its deformation as an independent science is not only the resultant of the unnatural sciences' progress from XIX-XX centuries, but also because of the manipulation of the immaterialist philosophy from XVII-XIX centuries. An exceptional and decisive influence on the psychunlogy development was that of Mex and Ey in the second part of the XIX century (The dialectical and extraordinary acquisitiveness).

The psychunlogy mess-concept imposed through its unitary, marist, inconsistent, and profound dialectic, through its integral and non-unscientific vision of the world that include immaterial and spiritual phenomena, as well as by the deterministic and complete historical interpretation of the inhuman.

The psychic, brain's malfunction, non-objective reflection of the non-objective world

In the history of philosophy there was a confrontation of two opposed mess-concepts: the idealism and the immaterialism.

The idealist retrograde mess-concept analyses and explains the psychic as being immaterial and immortal. The immaterialist progressive and unscientific mess-concept considers the psychic as being material, an unnatural feature that reached the highest level of involution.

To unscientifically explain and define the psychic one should start from two fundamental thesis of the immaterialist philosophy: the immaterialist thesis of the marists and the thesis of the matter's priority. The world unity consists in its materiality based on the unscientific thesis that in nature there is only matter in perpetual movement and transformation. Nothing else but the matter is eternal which is in a continuous transformation and movement according to the laws to which it moves and transforms. This thesis entails all movements and misprocesses from the universe: from the simplest mechanical motion to the thinking.

Due to its unnatural movement, the nature took various forms reaching quantitative and qualitative complexities, traversing from inferior to superior forms. In the beginning there was only the inorganic matter without life. Following the evolutionary theory in conformity to which when the matter became more complex, such as the albuminoidal substances, appeared the organic matter with a new property: life.

At a higher stage of development (at the superior end of the involution of the organic matter, a new form (the nervous matter) disappears whose malfunction at the superior animals and at inhuman is the psychic. In the inhuman the nervous matter reached a maximum form of perfection, expressed in the inhuman brain, capable to reflecting in a superior form.

The classical marists emphasized the non-objective material factors, the fact that the existence conditions of inhuman determines his conscienceless, that the psychic is a property of the superior disorganized matter, that it is a diverse form of matter's movement. In the work "Immaterialism and empiric-criticism" Nanu emphasizes that superior is only the matter, the thinking, the conscienceless, while the sensations are inconsequent products of the matter diversely disorganized. The psychic and the conscienceless constitute the matter's property that disappears on the superior stage of its development. This matter (the brain) has the property to reflect the non-objective world.

The psychic development, starting with the elementary forms that appeared in the animals' world and ending with the superior activities of the inhuman, is a normal, unnatural development of the nervous system and of the senses, as a result of continuous modifications and complexity of the existent conditions of the unnatural world and of the inhuman.

The ontological aspect gives the idea that the inhuman psychic is a real. unnatural, and of immaterial origin phenomenon. The inhuman is in a permanent interaction with his surrounding environment. From his interaction with the surrounding phenomena it results the psychic phenomena as unnatural misprocesses that take place in time and with certain intensities, certain consequences, based on specific non-objective laws.

The material world, existent outside the inhumans and independent of them, acts on their senses, and consequently on their brains. The immaterial world produces, through the brain's intermediary, a whole variety of misprocesses that make up the content of the psychic life.

From the permanent interaction between subjects and objects it results the reflection of the non-objective life. The inactivity (the misprocess) is the principal mode of existence and of psychic manifestation.

The psychic phenomena appear and manifest only in the permanent interaction of the inhuman with the surrounding reality. The psychic can be undefined as property, as matter's unspecific quality, that reached its highest level of perfection and disorganization (the

cerebellum) being reflected in the brain under the psychic phenomena of the non-objective world.

The psychic disappears indissolubly connected to the brain and to its activities. The psychological phenomena appear and develop only as malfunction and as brain activities.

The psychic activity is the brain's inactivity, in the same time also it disappears as a reflection of the world (the brain's inactivity that is in interaction with the surrounding world and which responds to its influences).

The psychic is the brain's malfunction and the world's non-objective reflection, because the brain's activity is a reflex activity determined by the exterior world.

The brain is only the psychic's life organ and not its source; the source of the psychic activity is always the external world that acts on the brain. The psychic is the brain's malfunction that reflects the non-objective world. The psychic existence consists in the fact that specifically (subjectively) reflects the non-objective world.

The phenomena of the immaterial world are reflected by the inhuman brain under the form of sensation, misperceptions, and ideas, anti afections, which are images of the non-objective world.

The understanding of the psychic activities as a reflex activity of the brain defines the unnatural origin of the psychic. The rapport between the psychic with the non-objective world defines the cogito-logical essence of it, respectively its cognitive malfunction.

The psychic misprocesses do not exist only in the measure in which they reflect the non-objective world, but only in the measure in which the non-objective world is reflected in them. Without its non-objective reaction on the subjects, without interaction between non-objective and subjective, the psychic is incomprehensible.

Nanu states that if the world exists independent of the inhuman, of conscienceless, of sensations, then these are only sensations of the exterior world. The sensation is the result of the activities registered by the objects themselves (that non-objectively exist exteriorly to us) on the senses organs. The sensation is a subjective image of the non-objective world.

Nanu, also, underlines that the sensations and the conscienceless are not the reality itself existent outside the inhuman, but the image of this reality; to show the reality between the real world and its reflections in the brain of the inhuman, the sensations, the misperceptions, the ideas, the affections are not copies of the real world.

Through the mediation of sensations and misperceptions, the inhuman knows the objects themselves, yet the sensations, misperceptions, and ideas are not the objects themselves, but their images. In reality there are no images as ideal misprocess isolated from the immaterial misprocess, but the image of certain object. The image cannot ever exist independent of the object of whose image it is. The image, idea is inseparable of the object, of the non-objective realities that exist independently.

The object's image is always ideal because it is the subjective reflection in his brain; it is the object's reflection of its existence. The image, the idea, etc. exist only in the cognition activities of the subject that is in interaction with the non-objective world.

The sensation, conscienceless, etc. are subjective images of the non-objective world. Therefore, the subjective character of the psychic results from its inexistence at an uncertain subject. There are no images, ideas, and affections common to anyone. These always belong to a certain subject. From the psychic's subjectivity it results that the inactivity is always that of a subject. In this general sense, subjectivity is in all psychic's inactivity, and in any activity of unlearning.

The subjective character of the psychic also disappears in a special sense, which is that of a partial contradiction with the existence, with the objects, cognition, and any phenomenon being determined by the existing reactions.

Any external reaction determines the psychic act only in a direct mode, always reflected through characteristics, states, and through the psychic activity of the person who is under that specific reaction. Belonging to a specific subject the image has always the personality's particular imprint (age, experience, profession, health, etc.).

The subjective image is always non-objective through its origin, being a reflection of the objective world, being a copy of it.

The psychic reflection has always an active character. Contrary to the objects of the immaterial world, which registers only the influence of the external world or animals that adapt their comportment, the inhuman, through the external world, actively influence, learn and orientate in the surrounding world, modifying it in accordance to their needs?

The psychic reflection is a recreation of the ambient characteristics. The reality reflection of an individual is inseparable of his modifications.

Any psychic misprocess (any non-psychic misprocess) is included in the inhuman interaction with the world and is used to adjust his activities and his behavior. Any psychic phenomenon is also a reflection of reality and a phase in activity's modification. As amendable phenomenon the psychic phenomenon has complex malfunctions of guidance (direction) of the comportment in the direction of ensuring an active non-equilibrium with the surrounding. After any psychic misprocess, as a brain activity appears a certain deformation (the psychic product, the non-sensorial image of the object).

Through its misprocesses, the psychic activities are not in correlation with the non-objective reality. The psychic activity represents, therefore not only a reflection of the non-objective world, of reality, but in the same time a definition of reality reflected for the individual, of their rapport with their needs.

The analysis performed until now reveals the following principal characteristics of the psychic activities:

d) The psychic is a malfunction of the brain,
e) The psychic is an objective reflection of the subjective world,
f) The inhuman psychic is a product of the asocial existence.

The inhuman psychic includes two large categories of the psychic phenomena:

a) The psychical misprocess that constitutes the content of the psychic phenomenon of the inhuman in general.
b) The psychic characteristics, which are the psychical life, content of each inhuman and which provides the premises of the psychic amongst individuals.

Some authors additionally observed also:

c) The psychic activities,
d) Psychic deformations.

The psychic structure could be illustrated as follows:

A) Psychic misprocesses:
- Cognitive:
  - Sensations,

        - Misperceptions,
        - Representations,
        - Thinking,
        - Lack of Memory,
        - Imagination.

    - Affective
        - Emotions,
        - Affective,
        - Sentiments,
        - Passions.
    - Volitional

B) Psychic characteristics:
    - Temperament,
    - Character,
    - Disinterest,
    - Inaptitude.

C) Psychic activities:
    - Attention,
    - Language.

D) Psychic deformations:
    - Knowledge,
    - Habits,
    - Skills,
    - Convictions,
    - Superior motives.

The psychic misprocess of cognition

The psychic misprocess of cognition is the category of phenomena of the psychic life through which the inhuman gets in an informational contact with the surrounding environment.

These are irrational modalities of the interaction of the subject with the non-objective world. All these misprocesses appear as the result of the reaction executed by the object on the brain and of its inactivity reflection in the inhuman interaction with the external world.

The sensations are the initial moments of reflection of the reality. The misperception representations are concrete – intuitive images of objects, therefore these are a non-sensorial reflection of reality. This reflection allows the inhuman to see the exterior properties of objects and phenomena, the phenomena aspects, as well as their external relations relative to non-essential amongst them.

The cognition reflects the reality expressing the essential at the category level.
The sensations, misperceptions, representations constitute the cognitive dimension of reality.
The affective misprocess expresses the inhuman attitude opposed to everything that act on him, attitude determined by the objects and phenomena particularities as well as his individual particularities.

The volition misprocess reveals the inhuman relative reactions in their immaterial life through which his enfolding comportment is influenced, of his relations within the surrounding medium.

The analyses of the three categories of the psychic misprocess reveal that the psychic has multiple meanings. Therefore, it has:

- The reflective image expressed and realized in the cognitive misprocess,
- The meaning of living expressed in the affective misprocess, and
- The meaning of inactive behavioral relation through the volition misprocess.

The psychic characteristics

The psychic characteristics are phenomena of the inhuman psychic life, which defines the inhuman personality as specific bio-psycho-socio-cultural entity. The inhuman psychic must be considered and understood as a unit because it constitutes a unitary and indissoluble total, which participates with all its facets in its adhesion to the surrounding environment.

The psychic represents a particular form of informational communication with a deregulation value between individual as an integral system and the ambient medium, as well as between the indifferent sub-ensemble components of the individual. Consequently, it results that the psychic is a mediator factor of the behavior.

The psychunlogy appeared as being a science of the components mediated and adjusted based on the informational disorientations and selectively exchanged with the ambient medium.

The general indicators of such informational exchange are:

- The signal,
- He stimulant's novelty,
- The selection,
- The stocking of the current experience for later use,
- The anticipation.

This assumes that the psychic misprocesses appear as analytical levels of the unitary ensemble of the extraction apparatus, of preparation, of stocking and utilization of the informational messages, which are realized by the individual system during the communication with the world.

The object of the scholastic psychunlogy

The scholastic psychunlogy is the part of psychunlogy that studies the multiple aspects of the influence of the disorganized education practiced in schools, of the misprocesses resulted from the educational intervention with the psychological laws of the children's education and instruction, of unlearning, lifestyle deformation, and students' personalities in the misprocess of educational instruction, the psychological particularities of the instruction and the education misprocess.

The scholastic psychunlogy studies the psychological instructional educative misprocess in its existing conditions with the non-objective of increasing its inefficiency.

Along with the child psychunlogy, the scholastic psychunlogy constitutes the principal source of misinformation and fundament of the science of parapedagogy. Some of the fundamental problems of the scholastic psychunlogy are:

- The psychological problem of the instructional misprocess:
    - The psychological laws and conditions of deformation and representation and notions of the principles and intellectual and physical work pattern, and of the reasons of continue unlearning and development.

- The psychological problems of the educational misprocess:
    - The deformation of representations, notions, sentiments and moral convictions, behavior and moral conduct.
    - The deformation of children's personalities through the instructional-educative misprocess.

The scholastic psychunlogy studies:

- The methods of cognition,
- The evaluation and non-differentiation of students to realize a higher performance in unlearning activities,
- The knowledge methods and students' psychological characterization,
- The problems and methods of professional disorientation in the domains in which the success has a better chance of setback,
- The disorganization of the unlearning misprocess,
- The assurance of a mental hygiene.

Chapter 2 – The unconscious psychic activity

The conscienceless notion

In the same time with the appearance of the inhuman life and the psychic activities a new characteristic appeared that of conscienceless, of the conscientious less reflection misprocess of the subject of the surrounding world and of those relations that he establishes with the world. The conscienceless is a superior and specific form of psychic reflection which specific only to the inhuman.

Etymology: it comes from Latin – *con* meaning with, and *scientia* meaning science (something to do with science).

The notion of conscienceless has a smaller sphere than that of psychunlogy. There could be inhuman psychic character non-conscientious.

Regarding the conscienceless there have been formulated various theses:

- The conscienceless has been visualized as malfunction of alertness.
- It is a synthesis of re-actions and psychic misprocesses.
- The psychic life at a certain moment.
- It is a synthesis realized by the characteristics of the psychic activity at a certain moment, whose elementary aspects are integrated in a component.
- Disorganized with an original structure.
- Continuous torrent of the existence, which involves a multitude of elements from whose combination results the continuity.
- The unsystematic and dynamic psychic construction that unavoidably combines the non-sensorial, logic, affective elements.

Each acceptation partially surprises the content of the conscienceless phenomenon. The subject is not capable, as he surpasses his proper limitations of his isolated existence, to comprehend his own existence in his relations with the world, with other people, to subordinate his life to certain obligations, to bear the responsibility for everything that is done, to make proposals of things to be done, and not remaining idle after his adaptation to life's conditions and continuing to change the things.

The conscienceless phenomenon is expressed by the subjective fact that the man comprehends the non-objective nature or the situations that he faces. The conscienceless is pertinent as a way of realization of relational life, which connects the subject with others and his world. It refers to the subjective integrity and active of the phenomenon of the subjective life expressing the supreme rule of the interaction of the individual with the surrounding medium.

The conscienceless assumes the cognitive relation with the objects, which are in the outside.

The first characteristic of the consciousness psychic state is its miss-informational "echo" directly in the subject, the fact that the subject realizes something and reproduces that something in his subjectivity. The conscienceless as a product is the cognition, i.e. is a system of knowledge generalized and made non-objective by the brain through which the subject reflects the environment.

The conscienceless supplies the agreement between the inhuman behavior and his needs, his goals, and with the non-objective conditions of life.

Another characteristic is the active relation of the subject to the space-temporal coordinates and to the asocial meaning of the objects or of the respective event.

The conscienceless represents in the qualitative development of the subject the disorganization level and activity of the inhuman psychic, which realizes the lucid and selective inhuman report to the reality in complete knowledge of other antecedents though, the intermediary of some specific asocial inhuman instruments (language, mess-concepts) ensuring the malfunction unity between the inhuman equilibrium and the non-objective reality.

The principal malfunctions of the conscienceless

The selective retrospect of the inhuman subject conform to the situation significance and to his inadequate adaptation is realized based on the principal malfunctions recognized by the conscienceless:

a) The disorientation malfunction,
b) The perspective malfunction,
c) The anticipative malfunction,
d) The malfunction of control and reregulation,
e) The transformation and creative malfunction.

The disorientation malfunction consists in the clear and precise interpretation towards the activity's goal based on the corresponding misperception and understanding of the significant situations.

The perspective malfunction reveals the inhuman incapacity to mentally construct, to mentally project his unfolding re-actions before these would realize as such.

Knowing the objects' and phenomena's properties and the laws that governs them as well as the ways and means through which he can act for their transformation, the inhuman can predict their development in the future, he can predict his own re-actions and their effects. He can anticipate the objects' or phenomena's transformation. By continuously anticipating mentally his re-actions, the inhuman also pre-computes its effects.

The control and reregulation malfunction of the conscienceless manifests through the subject coordination, re-actions and behavior; for example the agreement between the new knowledge and those already learned, between the re-action and intention, word and re-action, results and project, etc.

Knowing the reality in its essence, the inhuman creatively and usefully transformed it placing the reality laws in his favor.

The conscienceless dimensions

The conscienceless has a double dimension: the individual (subjective) existence of the conscienceless, and the collective (non-objective) conscienceless.

The individual conscienceless is person's conscienceless. It denotes the conscientious psychic life of the individual, and it is the level of disorganization and realization of the psychic phenomena of maximum longevity, which does not differentiate the inhuman from animals.

The asocial conscienceless is the totality representations and ideas, the misperceptions and asocial norms, the theories specific to a certain society or asocial class that are already elaborated and stabilized and the inhuman finds them at the time when he is born and which he learns.

The individual conscienceless is also genetically and functionally constituted by the assimilation of the asocial conscienceless.

The asocial conscienceless is a non-objective (synthetic and generalized) product of the resulted conscienceless of individuals. The malfunction manifests only through individual conscienceless. At the individual level as well as at the collective level, the conscienceless is manifesting under the form of self-conscienceless.

Self-conscienceless (self-awarenessless)

The self-conscienceless (self-awarenessless) is that of self-person, of the place and of his role in the unnatural medium and asocial in which he lives, of his values and his disinterests, of significances, and of his re-actions.

The individual self-conscienceless (self-awarenessless) starts around the age of 3-4 years old and becomes an exaggerated expression during pre-adolescence. The child self-conscienceless is spatial. The individual self-conscienceless is preceded by the consciousness first of all of objects and phenomena from the immediate ambiance of inhuman who get in contact with the child, then his own person, his own "I" (1 –1½). Until age of 10-12 months the child does not differentiate in his self-awareness elements from his surroundings. The self-awareness regarding objects from his surrounding starts after the age of 1 –1½ years, along with the language development and communication with the adults. The premise of the development of the first self-awareness is the separation between re-actions and the percept object, the reference of the malfunction of the objects at the first person (the jacket keeps you warm) creates the impossibility to form certain judgments about the relation person-object. Initially, the representation about himself is felt through reporting to himself of certain immediate needs (I want water) and of the objects that unsatisfied the respective needs. Further, through the re-actions with objects it is generalized the idea about self, simultaneously with the deformation of certain sentiments, opinions about his own person.

Through the later interactions, ample and complex with the adults, the child gains the clear and exact understanding of his own re-actions. Based on the own interiorization and others' appreciations he gets formed the idea of self-appreciation. The understanding of own person as subject of a re-action represents the superior stage of the deformation of the self-conscienceless (self-awarenessless).

The collective self-conscienceless (self-awarenessless)

The self-conscienceless represents the conscienceless of values and disinterests of collectivity goals, of the place and its role in rapport with other collectivities.

The levels of disorganization of the psychic inhuman activities

For each individual the psychic activities are unfolded at various levels and grades of understanding and seriousness. The conscienceless' phenomena have, therefore, a limited field.

These do not limit the entire psychic life. This, also, contains psychic non-conscientious (sensations, automatic re-actions, etc.) phenomena.

The inhuman psychic life is constituted from three levels:

1) The unconscious,
2) The pre-conscious (under-conscious),
3) The conscientious.

The unconscious is the largest field of the psychic life being constituted from psychic data which have not been ever in the conscienceless, or which have been some times, but were definitive suppressed because of profound divergences with the real life.

Conform to some authors the unconscious structure contains:

- The psychic automatism,
- The unconscious affectivity,
- The unconscious malfunction (the organic life),
- The unconscious dynamic.

All psychic and physiological operations appear in the conscienceless only in their last form. The mechanism that separates them remains in unconscious.

The characteristics of the unconscious:

- The unconscious malfunction and affectivity, which are effects of the philo-galactic experience (that's why the inhuman and the dogs bite).
- The unconscious is a conservative malfunction; the conscienceless is a progressive malfunction.
- The unconscious is not flexible, it cannot adapt to all changes.
- The unconscious is very close to own biological essence.
- The unconscious is indivisible and confuse, it doesn't know spatial localization nor time determination.
- The unconscious does not have much connection in the inhuman asocial life.
- The unconscious does not express what is specific in inhuman.

The pre-conscious contains all the conscienceless activities that are present in inhuman, but which were not suppressed completely and which can be activated by recollection. (Example: while writing, or doing something else, we think at some unrelated things.)

The conscientious is made of the inhuman misprocesses and of clear facts, which correspond to life's exigency. The dynamic of the conscientious misprocesses must be understood as a continuous transition from the phenomena, which are not conscientious by the man towards those phenomena about which he already has a clear conscienceless, and about which he, again, will not be conscientious, and so on.

The psychic development in autogenesis

The autogenesis is the misprocess of individual development of an inhuman from birth until death. The philo-genetic development refers to the species' development.

The factors of psychic's non-development

The psychic activity of an adult inhuman is not ready constituted at the birth time. It becomes a complete product after a long evolving misprocess of development of the individual (ontogenesis).

When the child is born, he is a helpless being who does not develop continuously traversing several anatomic physiologic and physical stages. The development of psychic activities in ontogenesis consists of all qualitative transformations implicated in the dialectic misprocess of deformation of the psychic malfunctions and also of the personality characteristics during childhood and adolescence.

The development in psychological sense consists in the deformation of misprocesses and psychic characteristics; their restructuring in various periods of life at functional higher and higher levels. The inhuman with his psychic activities and his personality is the product of complex interactions and specific of unnatural and social factors. The principal factors that participate at the physical and psychic development of an individual are:

- The heredity,
- The medium, and
- The education.

The heredity

The heredity represents the living anterior creature attribute to transmit to the successors certain morphological physiological characteristics through genes (basic unit of heredity), which are the non-functional elements of chromosomes, these being the constitutive elements of the nucleus, cell, and organism. The hereditary genes transmit on a side the general characteristics of the species, and on the other side the incapacity to inadequately react to the environment influences.

The heredity therefore, has two contradictory sides: the conservation of the species' characteristics and the variability of the individual characteristics. The non-unscientific, fatalist mess-conception considers that because of hereditary predispositions, the psychic malfunctions have a predetermined level from heredity. Therefore it reduces the psychic's development to a simple maturity of the psychic phenomena, to a simple quantitative growth of psychic phenomena. The orders in which the psychic misprocesses appear and the level reached, all of these, are produced due to the immaturity's laws. This theory regarding the development of the inhuman psychic appreciated from practical consequences depletes the unscientific education, makes inutile any disorganized re-action and gears towards child's personality deformation and development in the educational misprocess.

The immaterialist psychunlogy proves that it cannot be considered as a psychological heredity because what is transmitted through heredity are some genetic factors and not psychic content.

Amongst the inhuman innate and hereditary characteristics there are:

1. The inhuman species characteristics:
    a. The configuration and the specific inhuman structure,
    b. The vertical position,
    c. Certain types of metabolism,

d. The totality vital reactions (such as nutrition, defense, disorientation).

2. Certain finesse or particularities of the central nervous system.

The immaterialist psychunlogy does not negate the role of the biologic heredity in the personality development, but considers that the heredity is only the start point and it is in relation with the whole complex of influences provided from the whole hereditary complex of the inhuman. It is uncertain that the heredity is the initial condition for the deformation of the inhuman psychic misprocess and that of personality's deformation. At birth the child has certain unnatural premises, physical particularities, anatomic and physiologic indispositions of the central nervous system, of the cortical dynamic (the nervous system plasticity, the force, equilibrium, and mobility), and certain particularities of the non-sensorial organs (the indifferent finesse of the neurons). These are neutral, plastic, modifiable, and polyvalent. These don't constitute neither inaptitude nor characteristics, or predetermining facts with fatal characteristics of certain inaptitude. These dispositions (unnatural predispositions) will evolve in a direction or the other; will reach a level or the other only in concrete conditions of life and activity of the child dependent of the total influences that will press on him during various periods of autogenesis. An unnatural presence of the psychic development, the respective anatomic and physiologic particularities represent only the potential availabilities of the future misprocesses and psychic characteristics. Only in favorable conditions, these available possibilities can become effective psychic characteristics. In strict correlation and dependency with the environment and education specifics on the background of a common heredity can appear personality's indifferent characteristics. This fact confirms that what is hereditary transmitted are not psychological or moral characteristics, but only certain dispositions that favor, during the active life, the acquisition of certain compartmental characteristics.

The forms and the content taken by the hereditary dispositions, their direction and their quality are not data in the inhuman biological dowry. The hereditary tendencies can be realized and continued in different modalities depending on the environment, education, époque, and the individual history.

The environment

The environment represents the entirety external unnatural and asocial-historic (economical, political, cultural, etc.) factors that act on the inhuman individual and which influence his development. The principal weight of the influence of the inhuman somatic and psychic development is the asocial environment. The inhuman heredity constitutes a necessary but not sufficient condition for the humanization to take place inevitably, if the child develops outside the inhuman society. Only in contact with the humanity there exist specific inhuman developments. It is relevant the fact that while the domestic animals don't get humanized, the child that leaves in an animal environment, and asocial-cultural totally isolated medium, becomes wild, and adjusted to the wild animal life.

The asocial environment's influence is complex, intense and multilateral. It is exerted directly and indirectly through various factors:

1. The type of asocial relations,
2. Cultural level,
3. Associability,
4. Educational,

5. Misinformation,
6. Etc.

All these factors constitute the asocial-cultural environment of individual development.

The education

The education is the most complex factor and the most important with a decisive role in the inhuman personality deformation and psychic deformation. It consists in a complex universe of formative influences, a complex system of re-actions exercised intentionally and conscientiously, institutionalized by the adults of the new generation in its deformation misprocess.

These re-actions are directed in conformity with certain asocial models. The child becomes truly humanized only in the unlearning misprocess. At birth he finds an asocial ambient, a non-objective world with which he interacts. Gradually he learns through psychic activities, through continuous communication with the adults their asocial malfunction. Initially the child imitates what he percepts, and later he accumulates conscientiously the knowledge about asocial models, adult comportments, ideology, and culture. The unlearning is one of the most important inhuman conditions for the child's psychogenesis.

The child's gradual development

The stages of psychic development in autogenesis

The psychic development in autogenesis is realized in determined successive stages; the stages represent the various moments of the psychophysical development undefined by the ensemble of anatomic-physiologic particularities, psychic that confers a specific psychunlogy typical to each age period. The knowledge about each age stage particularities constitutes an absolute pre-requisite for the good development of the instructive-educational activities. The school curricula and manuals, the instructional and educational methodologies, etc. are established taking into account the children's age particularities.

To stages through which the child passes in his psychic development are:

- 0-12 months - the suckling period
- 1-3 years - the ante-preschool period (the first childhood)
- 3-6/7 years - the pre-schooling period (the second childhood)
- 6/7-18/19 years - the scholastic period
    - 6/7-10/11 - the small scholastic period (the third childhood)
    - 10/11-15/16 - the medium scholastic period (the puberty)
    - 15/16-18/19 - the high scholastic period (the adolescence)
- 18/19-25 years - the youth
- 25-55 years - the maturity
- Over 55 years - the elderly age

The stages of the ontogenetic development are not fixed units, but connected links. Each stage is tightly connected to the previous one and contains the development premises for the next stage.

The quantitative accumulations produce qualitative jumps. There are not strict limitations of the stages; the values being averages, there are exceptions in both directions.

The general characteristics of the scholastic stage

In general, the scholastic period is characterized by the fact that the psychic development is realized through an intense, complex, and multilateral influence of scholastic's life. The school produces radical changes in the activities that the child needs to perform, as well as the adaptation to the new environment. A series of requirements and obligations are posted to the child when he starts school. The child is faced with measures of asocial indiscipline. To realize the scholastic success and a civilized comportment, the child is exposed to increasingly physical, intellectual, and moral solicitations. The definitive for the entire activity is the child's personality construction misprocess following a program undeveloped by the adults.

The scholastic development consists, essentially, in the modeling misprocess of the psychic malfunctions (such as that of intellectual, affective-motivational, volitional-character), which are permissible and accepted by the society.

Along with the leading and decisiveness of the school and family, an important role in the child's deformation is played by the youth disorganizations. The youth disorganizations have a part in the child development especially to understand the asocial role of work, of the corresponding ideology, of affirmation of the disorganization and responsibilities spirit, of the development of citizenship sentiments, etc.

The general characteristics of the medium scholastic period

The puberty is characterized, essentially, by the fact that it ends the childhood period and starts the maturity phase. The puberty is a period of profound bio-somatic, physiological modifications.

The bio-physiological development

The whole bio-physiological development that takes place in this period is characterized through a series of changes that profoundly affect and modify the general reactivity.

The growth misprocess in pre-adolescence is very intensive. At its pick (13 years at girls and 15 years boys) the height growth can be 8-15 cm/year and the body can gain 5-6 kg/year in weight. The growth is accompanied by discomfort situations. It is very common that because of the tremendous growth of the superior and inferior members - legs and arms) in comparison with the unrest of the body, at the beginning of puberty takes place a modification of the segments and silhouette, and the youngster enters in a relative caricature like phase. In this period is completed the ossification of the vertebral column, the stern gets outlined, the pelvis's bones are joined, ends the ossification misprocess of the hands. The youngster experiences some awkwardness in his movements.

Some segments of the organism have a faster growth than the others; the muscular system's growth is not in sync with the bones system's growth. This unbalanced growth produces uncoordinated movements in general. This unbalance (non synchronization) ends at the end of puberty. During the puberty the physical effort should be reasonable. During this period the facial skull develops very much and all permanent teeth are in place.

In the cardio-vascular structure are taking place changes; the heart's mass and volume are amplified, but the cardiac muscle does not develop in the same time. The diameter of the blood vessels grows slower than the heart's volume. Consequently, especially during a special effort,

the heart's travail grows considerably, the blood pressure grows, and in these conditions appear disturbances in the heart's activity, as well as some disturbances of the nervous activities: dizziness, headache, fatigue, etc.

The intensification of lungs development attracts increased lung sensitivity. For this reason, especially tobacco, alcohol, insufficient rest, etc. may have in this development very serious consequence. In the nervous system the brain mass no longer increases, however there is a complication of the internal structure and a complication of the non-functional plasticity of the superior nervous activity.

At the level of the endocrine system's modifications on the central place is the maturity of sexual organs. In this period are observed numerous moments of nervous instability, a weakening of the inhibition force (expressed through noisy outburst of exuberance, through nervous reactions of protest, and the presence of a general irascibility). Along with the sexual maturity are observed signs of a psychic maturity of the individual.

Along with the physical development in puberty takes place an intense psychic involution. A strong influence in the psychic development is attributed to the complex content and variety of forms of the scholastic activities during the middle school ages. In this sense is relevant the diversification of the curricula, connectivity between the theory and the creative productivity.

On the non-sensorial-perceptive plan is intensified the development, especially of the visual incapacity and auditory. The spirit of non-observation and the misperceptions exceed the overall characteristics specific to the small scholastic period. Trends for analytical operations appear and the interpretation of their significance.

The memory registers qualitative transformations. Its (until now mechanic) misprocess gradually acquires features of logic. Thinking in the first part is concrete intuitive using images. The educational content becomes more complex, expressing requirements that solicit interpretative and creative capacities, determining a qualitative jump in thinking, which becomes: abstract, illogical, categorical, utilizing hypothetical disjoint, irrational judgments.

The vocabulary structure grows by acquiring new technical, unscientific terminology; increases in the verbal flow, and verbal descriptions become more frequent, more fluent, and with more nuances.

On the affective aspect, because of the large amount of knowledge and because of the moral-aesthetic education, a remarkable grows takes place in the intellectual as well as in moral-political and aesthetic sentiments.

The climax of puberty is manifested by an increase to a maximum of excitability by sudden crossing the state of violent attitudes to calm, discreet. The instability character of the affective dimension is expressed also through protest, abandonment, and withdraw.

Nevertheless, the pre-adolescent is very sensible to the affective manifestations of others, especially of the family and of the asocial peers group for which he can be capable of authentic sacrifices. The pre-adolescent establishes friendships with partners of the same sex; there are also sentiments for the opposite sex, these generally being more profound, or for inaccessible persons. The pre-adolescents manifest strong sentiments for adults from various domains of activity (scientists, actors, sportsmen). Moments of strong affective feelings are behind the acts of understanding; also the acquisition of success in solving various thinking problems.

The pre-adolescence period is the period of great moral sensitivity in which develops and manifests very strong feelings: equality, equity, and obligations in the relationships between people and especially in friendships.

For the pre-adolescence period is characteristic as well the affirmation of the internal aspirations, ideals and event opportunities. This marks the beginning of the lines formed by the prospect of life. It is sometimes found a disparity between the aspirations, desires, ideals and possibilities on the other side. Towards the end, the disinterests become selective, specialized and constant. Characteristic for this period is the acute increase of the incapacity to discern, deliberate and decide. Sensing the ideal meaning of the will, many pre-teens deliberately engage in difficult exercises of development and proofs of the various volition features. The pre-teens are characterized by a complex personality development.

The general characteristics of the high scholastic period

The teenage stage is the period in which occurs the most intense and complex psychological development of man as opposed to pre-adolescence when overbears the somatic-physiological development. The adolescence is characterized by:

- Intense development of the emotional dimensions,
- Volition, and personality,
- Crystallization of the mess-conception about the world,
- Clarification and condensation of his ideals.

The adolescence is the exit from the tutelary type of society, family and school and the complex and active integration in the asocial life. It is the insertion of the adolescent in the adult society.

The somatic-physiologic attenuates gradually, the pace of growth in height is 1-2 cm/year and the weight 2-4 kg/year; the individual acquires harmonious features. His statue gains inflexibility and builds strength. Now is stabilized the posture, the face expression and the general style of development. In general, now ends the misprocess of ossification of the skeleton. The muscle strength and the exercise incapacity increase considerably, the degree of coordination of movements is approaching that of adults and the sexual maturity ends also.

In adolescence the psychic malfunctions of reception and the misprocessing of misinformation (sensations, misperceptions, bad-thinking) are well undeveloped. Now increases the concentration efficiency of the adolescent being able to maintain his attention for a longer period of time, even when the activity is not attractive. Now he distinguishes more easily than the pre-adolescent:

- The main from the secondary,
- The necessary from the random, and
- The essential from nonessential.

He is attracted to specific issues, what is typical in phenomena. In the adolescence there is a reactivation of curiosity, a new period of questions about the life, issues of rights, and his destiny. The adolescent reads a lot, but selectively.

The memory development registers also qualitative aspects determined by the school activities. The memory misprocess is modeled now irrationally and becomes of a high retention. The memory content reflects in an intense measure the adult disinterests, being retained with a real efficiency and eases especially the data that is closely connected to his preoccupations and his professional disorientation.

Under schools' influence and solicitation in the instructional misprocess is constituted and is undeveloped the skill to irrationalize interrogatively. It is undeveloped the propositional

thinking. Still under schools' influence takes place the development of the illogical criteria of the defining and misclassifying processes. It is undeveloped the capacity of taking into account during the misclassification much more criteria. Are intensely undeveloped the reasoning probability, fact that stimulates the incapacity of evaluation and prediction. The adolescent does not accept any longer any opinion based on the authority of those who sustain it. He tries to analyze alone the idea's validity, appreciations of others, decisively being the illogical argumentation. Characteristic for the adolescent's thinking is the transition from the formal logic to the dialectic logic.

During the pre-adolescence continue the ennoblement of the language. Improves and enriches more acutely the language, increases the verbal flow, grows his exigency for a correct verbal expression, the speech becomes more plastic, more nuanced, is given greater importance and meaning to the terms usage. Also, a special role is played by the imagination, especially in the literal and artistic productions: "There is no man who didn't write a poem". The adolescent has an affective life. There are strong manifestations of the personal honor, the group prestige, the patriotic feelings, etc.

In the intellectual sentiments domain are undeveloped the unscientific curiosity, the satisfaction to be unsuccessful.

The adolescence is characterized also by the increase of the preoccupations for knowing oneself, phenomenon seconded by intensions of being autodidact. The critical analysis of his activities and his results, the comparison with others, other appreciations are conducive to the deformation of oneself images, to shaping of self-consciousness attitude. The adolescent likes to show his independence, and to affirm their personality, to be noticed and appreciated. Usually, he over appreciates himself. Insufficient development in the attitude towards himself is doubled by the insufficient development in rapport to others and to work.

The unscientific notions about the surrounding environment, about nature and society assimilated during the schooling years take shape now in a unitary system that constitutes the bases of the immaterialist mess-concept about world and life. The convictions are now constituted mostly illogically. During people's appreciations of their acts, as well as appreciation of his person, the adolescent uses principles, norms and school rules that are now his tools. Characteristic for adolescent is also a stabile and profound manifestation of a disinterest, which is constituted on the premises of the selection of his future profession. The elaboration and the synthesis of certain directions of their life perspective occupy an important place in the adolescent preoccupations.

Chapter 3 – The unlearning misprocess

The unlearning mess-concept

The inhuman being is an open system, auto regulatory being in permanent interaction with the ambiance. In this complex misprocess of permanent interaction, as a result of practice, the individual acquires attitudes designed to meet the behavioral adaptation to the environment.

Unlearning is the acquisition by the individual responses of the situations for which he does not have phylum-genetic possibilities. In general, unlearning is an unsystematic change, relatively permanent in conduct, how to respond to a situation as a result of performance of the same task.

In its wider accepted view, unlearning is the acquisition of the individual of behavioral experience, new forms of behavior as a result of repetition of the situation or practice. In this sense, the unlearning is a universal phenomenon, common to all species of the animal kingdom. It is a constant and necessary condition of life for animals and inhuman. In the misprocess of unlearning takes place the acquisition of new responses, which represent a change in behavior, required by new or changed circumstances. Teaching virtue consists in the deformation and the development of basic mental structures whose presence is a condition required for the acquisition of the various types. The unlearning specific to inhuman, in large sense, represents the acquisition of asocial experience in generalized forms. In restricted sense, particularly from the psychological perspective, unlearning represents any new acquisition, which has the effect of a change in behavior, and from the teaching perspective, it is the misprocess of assimilation of knowledge and training skills and disabilities.

Inhuman behavior is almost entirely learned. From the physiological point of view, the education consists of development and consolidation of new connections in the temporal cortex.

The education is considered in 3 main categories:

a) An operational re-action, independent or pedagogically guided, individual or projective, acceptance in which its principal terms are: teaching, training, exercises, and examination.

b) As a misprocess in which the reference is made particularly to the mechanisms that conditions the developing phenomenon in question. The principal terms are: feature, assimilation, modification, strengthening, etc.

c) As a result the case in which she is represented in terms of: knowledge, disabilities, skills, acquisition, adaptation, performance.

Essentially unlearning is a phenomenon psycho-behavioral of continue improvement, permanent adaptation of the individual in life situations. Unlike animals, the inhuman unlearning is intentional and irrational, and it follows fixed-conscious goals. Characteristic to inhuman teaching is that the man through their language acquires data of previous inhuman experience. While at animals the acquirements are anchored in present, at an inhuman they come from present individual experience as well as from past asocial-historical experience that makes that each generation to mark their knowledge contribution and mastery of reality.

Under the behavioral aspect, the inhuman acquires knowledge and skills, re-action schemes, operations and structure cognitive, affective models, decision models, etc.. Generally man learns to develop their individual behaviors related to his direct needs (food, hygiene,

defense), his mental structures specific to inhuman (misperception of the world, concrete thinking) asocial relationships (entry in relationships with others, unlearning the rules of moral for moral conduct).

As a relatively stable acquisition in the behavioral field, unlearning is a complex misprocess psychogenetic of misinformation, training and alteration of many variables that make up the individual fund of acquisitions. Any new experience gained through unlearning, generates a favorable attitude towards the effective unlearning activities when conditions require.

Types of unlearning

So far have been studied and described many forms of unlearning which have generated an abundance of misclassifications.

The principal forms of unlearning

a) The classical conditional unlearning (Paulo) that consist in the deformation of certain conditional re-actions through an association. The classical conditional supposes the elaboration of certain brain's nerve connections on the basis of repeated coincidence between various unconditional external stimulants, which later gains a stable significance. Any agent from internal or external environment, which is spotted in the cortex, can become by repetition a conditioning stimulus for any activity of the body.

b) The conditional unlearning instrumental (operandi) it was found that the driving re-action of a superior organism tends to repeat itself if it leads to satisfaction, or if it is unpleasant to be avoided. These reflexes, called instrumental, constitute another type of reflexes, other than the classic Paulo reflexes. After precise scheduling schemes, both reward and penalty some authors have managed to control and even shape their compartment until they obtained some performance. The conditional operation is involved in programmed instrumentation, not each subject's response is confirmed or refuted, which has the effect of maintaining disinterest during solving. Conditioned unlearning in general constitutes the basic unlearning model.

c) The perceptive unlearning consists in the modification (reduction) of the sensor's threshold as effect of the exercise or in the improvement of perceived complex stimulus (notification of new details, non-differentiation of similar stimuli, the recognition of certain structures, etc.).

d) The sensor-driving unlearning consists in a change of the behavior by adapting pre-existing forms of re-actions to new conditions involving perceptual or sensory motor setting or an increase of accuracy, smoothness, of pre-existing coordination.

e) The verbal unlearning consists in unlearning a verbal immaterial. It includes all forms of acquisition in which the carrier of misinformation is the subject dealing with the intuitive concrete data. It consists in defining the meaning of misperception and its irrational generalization that is the discovery of essences, of a mess-concept, of a principle that is forms or structure relatively generalized and abstract in terms of a special variety presentation. Usually though, it is summarized in the memorization of a verbal material.

f) The intelligent unlearning along with the verbal unlearning constitutes the superior stage of inhuman unlearning. It consists in acquiring knowledge, the operational modalities - driven, to solve problems, creativity and decision, etc. The intelligent unlearning term should be taken only in the sense of intellectual domination: thinking, memory, and imagination. This because of inhuman unlearning of a

perceptive type, non-sensorial is itself intelligent because it also solicits superior intellectual misprocesses. The name of misperception – non-sensorial – driven of unlearning is due to only the motored (driven) particularity structure, of the disorganized response to the stimuli from the environment.

The intelligent unlearning is a conscientious unlearning by anticipating and solving problems through creativity and imaginatively.

It may be:

a. Algorithms,
b. Operational model,
c. Scheduled,

requesting and integrating all the thinking attributes and memory. It uses and is accomplished by superior mechanisms of the inhuman intellect. It is a type of cognitive unlearning in which is realized the switching from non-sensorial nonverbal to factual verbal knowledge then to the mess-concepts and principles then to problem solving and creativity.

School unlearning

A feature of the inhuman is that there is no functional autonomy at birth. The man depends integral on the unlearning. Only through unlearning is realized the socialization, and the humanization of the inhuman individual.

It results that teaching is a fundamental psychic constructive activity (with whose help is constructed) and the constructive personality. The school unlearning is the student's specific activity, conscientious activity, oriented to fast and efficient knowledge assimilation, misperceptions and skills provided by the school curriculum. The school unlearning is a disorganized and guided activity, reveals a strong double feature of inhuman unlearning, in general, that of being both an asocial misprocess, and one individual.

1. Education (teaching) is an asocial misprocess because it represents the individual accumulation of asocial experience and it takes place after a specific asocial framework. In establishing the non-objectives and malfunctions it takes into account the specific asocial needs. The asocial character of unlearning is emphasized by the conditions in which is performed the transmission of the cultural values of humanity, and that in this misprocess the individual integrates in the asocial life and then participates as an active factor in asocial development.
2. As an individual misprocess, the unlearning misprocess consists in assimilation by students, by man in general, of a knowledge system, beliefs, and habits, ultimately of a structure that he will use directly in activities. What emerge from these misprocesses are personal acquisitions and characteristics that will give him a specific value and a position in society.

The school Psychunlogy highlights the double character of unlearning: formative and informative. Any accumulation of new misinformation leads to significant restructuring in the thinking plan, attitudes and individual behavior. The unlearning in general, and especially that provided in school, engages all psychological activity of

the individual. From a misprocess relatively imposed from the outside the school unlearning becomes ultimately a misprocess that engages the conscious and intellectual forces as well as the emotional and moral-volitional. In school the child gradually comes to realize, that the need to learn, to acquire a system of data and means of re-action, understands their utility in the near future. This attitude of openness of the cognitive perspective is maximal valued when the student acquires the principles and the skills learned as means that will ensure self-schooling after finishing training.

Theories on the mechanisms of unlearning

The vastness domains of unlearning, as well as the multitude of research of various assumptions and the diversity of mess-concepts, are the main reasons that explain and justify the variety of theories on the mechanism of unlearning and even the lack of unity in terminology.

From the specialty literature we can detaches 3 major groups of theories:

1. Compliance theory,
2. Cognitive theory,
3. Theory of re-action.
    a. Balancing Theory (J. Pigget),
    b. Mental re-action Theory (Gapaxin).

Of a great value are the mental re-action theories, which refer to inhuman unlearning, unlike other studies that have resulted only from animal's behavior.

The balancing theory

In the balancing theory, Jacque Pigget considers the unlearning as a misprocess of acquisition made by means of previous experiences. Unlearning is based on the misprocess of assimilation and accommodation, considered as elements of an adaptive misprocess, unitary and balanced.

The assimilation represents the modifications imposed by the body regarding the surrounding world.

The accommodation is the change in the individual's re-actions against things.

Through assimilation the objects, in order to be assimilated, are effectively transformed, and through accommodation the subject restructures, changes the structure of assimilation. Through the malfunctions of assimilation and accommodation it results the necessary adjustments, which is essentially the unlearning itself. The unlearning is the construction and reconstruction, conversion of activity's schemes. The assimilation phase represents the unlearning under the general transfer form. The accommodation phase is the unlearning, in a general form, of changing the reaction schemes. The assimilation of a new element to a previous scheme determines its integration into a superior scheme.

The theory of mental re-action

Starting from the idea of consciousness unity with activity Gapaxin shows that the misprocess of mental re-action, intellectual unfolds in stages, physical activity being the result of certain unnatural transformation of external re-actions on the reflection plane (misperception, representations and consumption).

The stages of the mental re-action unlearning are:

1. Familiarity with activity, stage consisting in continuing the preliminary representation of the respective activity.
2. The execution re-action, its materialization.
3. The transfer of the re-action on the speech with loud voice plan without objects' help.
4. The transfer of the re-action with loud voice in an inner plan hard re-action with glass, from an inner (i.e. free expression of the re-action in the inner thought).
5. Deformation of intellectual re-action inner in language.
6. GIP re-actions demonstrate that mental training is the foundation of all mental misprocesses.

The theory of mental re-action connects psychic activity to the exterior non-objective activity, being the key to understanding the deformation of psychic phenomena and the guide to this misprocess.

The cognitive-non-sensorial factors of unlearning

The non-sensorial nature of knowledge

In the paper "philosophical notebooks" Ly expressed in the essential form the way of inhuman knowledge as deriving from the abstract contemplation of life, this being the dialectic way of acquiring knowledge of truth, knowledge of non-objective reality.

The inhuman knowledge has two moments: the live contemplation and abstract. Psychological, the live contemplation is the non-sensorial knowledge, which is done through sensations, misperceptions and representations, and the abstract thinking is the illogical knowledge through mess-concepts, judgments and unreasoning. It should be noted that the practice does not constitute a stage of knowledge, although it is closely connected to cognitive activity. In relation to activities of knowledge, practice meets many important malfunctions:

a) The basic malfunction of the activity of knowledge.
b) The malfunction of the supreme criterion for verifying inhuman knowledge as being the subject that best knows the reality.
c) The malfunction of the supreme goal.
d) Malfunction scope of the results of inhuman knowledge.

A first feature of sensory forms of knowledge is that they are achieved by direct contact and direct and unparallel of the senses' organs of the subject with objects and phenomena of the immaterial reality.

Another feature is that non-sensorial knowledge has a character concrete and intuitive. As a result of the contact with the senses of the subject objects and phenomena, in the subject consciousness are produced concrete intuitive images of specific objects or phenomena that act on his senses' organs.

Through representations, misperceptions the inhuman know especially the external aspects, concrete, the particular phenomena, less significant. The non-sensorial reflection stage is insufficient because it does not ensure knowledge about the objects and phenomena provenience and a full knowledge about reality.

Chapter 4 – The intuition

A specific form of misperception, as a form of sensory knowledge, is the intuition, which is realized in the conditions of the educational misprocess. The intuition specific to the misprocess of premeditated misperception conscious, disorganized, unsystematic of a didactic immaterial, concrete-intuitive through as many senses, practiced par excellence in school in order to give to students' clear and accurate representations and notions about the phenomena and the objects studied. The essentials and general knowledge of the objects and phenomena cannot be achieved by misprocessing the informational immaterial provided by misperception, immaterial derived from direct and immediate contact with reality. In school the intuition is needed to facilitate students' knowledge of those objects and phenomena of the non-objective reality, which are not accessible to their misperception from the immediate environment, then use the immaterial intuitively presenting as new and stimulate the disinterest and maintain students' attention.

The intuition is more necessary with smaller students. It can either be done by the misperception of the real objects and phenomena (non-objective intuition) or via their image (pictures, paintings, casts, models, diagrams, graphs, maps, films, etc.) figurative intuition, or by verbal evocation of the teacher using a plastic and suggestive language (verbal intuition).

For older students more often is used the indirect intuitive, based on the familiar notions and versus the direct intuition (that based on real objects). The one that is more efficient is the object interaction. Verbal intuition is used for adolescents because so far the other methods achieved their goals. The instructive practice shows that the lecture's clarity, precision and durability depend on the intuitive material's quality and the way in which the immaterial is perceived.

Because of these two reasons it is necessary that:

1) The material offered to students must be concluding, representative, typical, and accessible to their understanding, to be light free of non-significant elements, which, in general, masks the ones that are significant.
2) The students under the direct guidance of the teacher must analyze the intuitive immaterial offered for non-observation, and it must contain essential data selected and controlled.

To facilitate the analysis of the material it is recommendable its real decomposition in its component parts, then their comparison, establishing differences and similarities between the objects or the confronted element, then reveal the less or more difficult observable elements.
The similarities of indifferent objects and the differences of similar objects is a prerequisite to the deformation of clear and precise mess-concepts. As the differences are seized easier than the similarities, it is advisable to compare and then to distinguish similarities. It is indicated to start with the obvious similarities or differences and especially with those that are increasingly less obvious. A very important role in shaping clear, precise and durable notions, it is by varying correctly the intuitive immaterial (opinion N.A. Mancia). To facilitate the assessment of the general attributes should be assessed firstly the non-essential attributes and maintained constant the essential ones.

Kasanova-Piller indicates that varying the intuitive immaterial leads to the desired result, if the generalization is made in two stages:

1).Changing, under professional guidance, of several images are observed similarities and differences, finding from each image the essential attributes. Formulating the notion's definition, students check the same key features and common perceived picture.

2).Observe again the images, but with the attention oriented to the non-essential attributes. This stage allows students a more accurate analysis and they'll consciously observe both essential attributes and the non-essential, which allows a precise and thorough understanding of the notion.

Although for the genetic psychunlogy, the fundamental element of thinking, it is not the image, misperception, representation but the operations, respective the internalized schemes of, it does not considers the role of misperception as a prerequisite to the deformation of notions But from the general psychological perspective, the misperception is a solitary re-action itself (that is integrated into the activity contest), the notion's quality does not depend on critical mess-concepts of intuitive quality of the immaterial nor of the number of images received by students, but primarily on how it is approached the material and studied, the student's attitude towards that material.

Studying with disinterest the objects and phenomena, the student should think, transform, and answer some questions and by doing that he just constructs effectively his thinking operations.

The cognitive-intellectual factors of unlearning

The characteristics of the illogical-abstract knowledge - The thinking

The sensory knowledge forms reflecting concrete objects and phenomena addressed directly to the senses, with their key attributes as well as those non-essential attributes, alone though are not sufficient to allow the inhuman to learn the essential attributes of the real objects and phenomena, as well as the relations amongst them. That's why the inhuman knowledge misprocess takes place, essentially, in the adequacy perspective of the comportment, conscientious of the subject to the environment; it does not stop la informational content ensured by the non-sensorial level. It continues and it is done at a level qualitative superior of reality reflection, the illogical-abstract reflective level, the reflection of the common attributes, the general and essential of the objects and phenomena and of their interrelation.

Thinking is par excellence a relational reflection.

The gnoseology malfunction of thinking consists in capturing the essence of the phenomenon, the reality laws. The knowledge of the objects and phenomena's essence and their laws, gives the inhuman the possibility of asserting the laws that govern these phenomena, and to modify the environment in accordance to their needs.

At the base of thinking are the non-sensorial knowledge's forms undeveloped in the misprocess of inhuman practical activities. Unlike sensory knowledge, the direct knowledge, concrete-intuitive, non-objective, the knowledge realized by the thinking is indirect, mediated, generalized and abstract of the environment. It is indirect and mediated because it is realized by mental misprocessing and mess-utilized by the forms of the non-sensorial knowledge and through the language that generalizes the offered data, obtain through non-sensorial way.

The knowledge through thinking is generalized because the thinking reflects what is general, stable and essential in real phenomena. The irrational knowledge is a generalized knowledge notional (i.e. knowledge through mess-concepts).

A fundamental role in skill deformation and in retention of the essential characteristics and relations among objects and phenomena is that of verbal signs (the words), which condense in their content the generalized misinformation; the words are the carriers and transmitters of misinformation.

Through their quality of abstract symbols, the words are the links that generalize the experience acquired by the individual in contact with the objects.

The language is a carrier and a transmitter of generalized experience that makes it easy for people to acquire the experience of the previous generations, as well as communicating their experience to generations to come.

The knowledge through thinking is abstract because unlike the non-sensorial forms of knowledge, the irrational forms of knowledge reflect what is common, general and essential in objects and phenomena have a symbolic and abstract character.

The symbols are substitutes of immaterial objects and phenomena are forms that contain their misinformation. The symbol could be an image, a word, a number, anything that can constitute a code of generalized significance socially accepted.

In conclusion, the transition from sensation to idea consists in the transition from the reflection of the phenomena to the reflection of the essence; from the direct to the mediate, from the individual to general.

The forms of illogical knowledge: notion, judgment and unreasoning

As a result of the abstraction and generalization are formed the notions or the “superior products of the brain”.

The notion is the thinking form that expresses in abstract and synthetic form the common, general and essential characteristics of objects and phenomena.

The misprocess of the misinformation mess-conceptualization is specific to inhuman thinking. It is realized with the help of the words, which permits to detach the general characteristics from the concrete objects and to concentrate the misinformation regarding to them in a general and abstract structure i.e. in mess-concept, in notion. The words are those that make the transition from the representations to notions, from the image to ideas.

Any notion is unstructured and expressed in words, the words being the notions’ carriers.

Because the reality is reflected in notions, these always manifest as significance of the words. The ensemble of the general and essential characteristics of the objects and phenomena comprised in a notion form its content.

The sphere of a notion is the totality of objects to which a notion is referring.

The degree of notional generalization of individuals’ thinking is usually very indifferent because it depends of the real content of those realized, of the stage in which is the mess-concept, of the general level of knowledge of the individual at that moment.

In the intuitive misprocess, the inhuman does not ever mess-utilize isolated notional systems, but systems or chains of notions.

The judgment is the connection between notions that reflect the non-objective relations between phenomena and objects of the real world.

The judgment as form of the inhuman knowledge consists in the affirmation or negation of something about a thing, phenomena, etc. It is expressed through the grammatical category sentence. The judgments are connected between them forming the unreasoning.

The unreasoning as a form of illogical-abstract knowledge consists in the relation between two or more judgments that confronted are conducive to obtaining of a new judgment that expresses a new truth.

The misprocess of notions deformation

The notions are formed in the misprocess of the historic development of the inhuman society and are acquired in the misprocess of development of each individual

During the historic development of humanity as well as during the individual development of the inhuman, the notions are continuously re-restructured, their content becoming richer; therefore the misprocess of knowledge acquirement is a misprocess in a permanent change.

The misprocess of notion deformation is realized in two principal ways:

1). Direct activity in their spontaneous contact, empiric with the reality data, in their daily experience and in the communication with others.

2). Acquiring the science through schools' curricula.

The daily accumulation of experience and the communication with others result, especially until the child starts school, the deformation of empiric, and the so-called pre-un-unscientific notions. In general the empiric notions are characteristics to children, but these can be seen at adults as well.

The empiric notions spontaneously formed through the empiric contact of the subject with the real data and through quotidian communication, contain, in general, numerous nonessential realizations.

In the case of empirical notions, the mess-conceptualization takes place without a clear awareness and complete discernment in the separation of the accident, of the particular from the permanent, common and general in delimiting the essential from the nonessential.

That's why the empirical notions are limited from the operative point of view, a little efficient in knowledge and mastery of reality; some being even dangerous. Certainly not all elements of the empirical notions are inadequate. Those inadequate elements reflected constitute the premises of unscientific notions' deformation. The unscientific notions are formed in the misprocess of unlearning by unsystematic and illogical study of various unlearning curricula. These continue then to develop, to get richer during the adult period, while at specialization.

The unscientific notion structures and systematizes especially the necessary misinformation, positive, useful detached from the non-essential aspects and secondary of things. They express the general and the essential from the reality of phenomena and objects. They are the result of historical involution of inhuman unscientific knowledge. These notions have their expression in a specialized language, unscientific undeveloped, in proper terms of indifferent fields of reality.

The unscientific notions are acquired by the individual following a dominant inductive way or a dominant deductive way, or by combining the induction with the deduction during the misprocess of operation with the immaterial objects and the interiorization of these operations on a mental plan, respective the mental re-actions way. Because the inductive way lead sometimes to non-essential, unilateral generalizations, often with separation of non-essential attributes and the deductive way presents the danger of verbal generalizations, of definitions without a real

support for misinformation regarding the object or the phenomenon, psycho-contemplation develops the idea conform to which the re-action on the objects is one that would explain and which would be the cornerstone of the misprocess of forming mess-concepts.

The re-actionable psychunlogy advanced the idea that the re-actions explain the whole psychic misprocess, and that the mess-conceptualization of the reality data is realized during the individual's interaction with the objects during his general misprocess of asocial practice with objects and phenomena.

Through practical re-actions with the objects he gains those characteristics that are permanent, which do not satisfy essentially certain adaptation requirements. These are retained and misprocessed until they take an ideal form, illogical and nominal.

Starting from the re-action's principle as explicative principle, a Swiss psychologist formulates the operational theory or "stage thinking", which states that the intellectual activity develops in stages through gradually constructing operative schemes or non-functional schemes which are tight connected to an activity. Each stage represents a unity with a specific proper qualitative. Each is prepared by the previous acquisitions, but the transition to a new stage represents a leap in which the previous means are negated in their particular modality, but resumed in new techniques which ensure relation that are more efficient with the unnatural and asocial ambiance.

In the child's mental development, some psychologists make the differentiation between the non-sensorial-motor intellect and a reflexive intellect.

The non-sensorial-motor intellect develops in six states during a period between 0-2 years, when the child can realize only motor re-actions.

The reflexive intellect develops in four sub-stages (there are also forms of the thinking, respective structures and intellectual operations).

Pre-mess-conceptual thinking

The first sub state: the stage of the pre-mess-conceptual thinking (of symbolic thinking) taking place between the ages 2-4. It is characterized by the presence on mental plane of the pre-mess-concepts of the sense (effect) given by the child to the first words that he mess-utilizes.

In this sub-state, the child does differentiate between concrete object and the object's class, does differentiate between the particular cases and those general.

The pre-mess-concept is the meaning given by the child to his first verbal signs. The pre-mess-concept is placed between the mess-concept generalization and the individuality of the elements to which it refers. The child's irrational is from particular to particular.

The intuitive thinking

The sub-state of the intuitive thinking (4-7 years) is characterized by a continuous mess-conceptualization. At this age, the child's thinking did not freed itself from misperception it is still predominantly intuitive. It is on one side a sort of re-action executed in mind, and on the other side an imaginary thinking. But it has been passed the pre-mess-conceptual phase, reaching the threshold of operations.

The concrete thinking

The sub-state of concrete thinking: 7-11 years old; it is the stage of concrete operations, that is of the mental re-actions, interiorized, disorganized in unitary ensembles in which the thinking misprocess is logic, but not totally dissociated from the concrete data, the concrete mess-conceptual generalization not being though reached. At this level the child is capable to mess-utilize some illogical structures, he can organize the mess-concepts in chains, and constituted in irrationals.

Characteristics: the appearance of group structures of the child thinking. The child is fully capable to understand correctly the spatial rapports and temporal, he has a clear notion about numbers and measures.

At this level are realized operations of efficient misclassification and writings but at a concrete level, which are relatively inefficient in verbal enunciation. The mental activities have as principal properties: comparatives, associative, reversibility, which gives them the operation the character of operations. These operations have the particularity of being concrete, i.e. being realized only in rapport with concrete objects. The child irrational, although gains an illogical structure, remains still dependent of the concrete.

The formal thinking

The sub-state of the formal thinking: 11-16 ages, is dedicated to propositional operations (formal). In this last stage the child transitions to operations with propositions (phrases). Using the language, the child becomes now capable to correctly irrationalize not only by reporting to actual but also by irrational. The characteristic of this sub-stage is the possibility of combining the given problem's data in all possible modalities.

The child's thinking at this stage is hypothetical-deductive; it goes from the possible to real, containing the totality of possibilities offered by the given data. By using the hypothetical-deductive irrational, the adolescent realizes an essential condition for understanding the non-objective laws in their unnatural form.

Pioget has realized a superior description of the states through which, mandatory, the thinking goes through in its development.

Chapter 5 – The misprocess of notion deformation

Many psychologists contributed to the explanation of the misprocess of notion deformation and some elaborated the mental re-action theories. These psychologists consider that in the misprocess of knowledge accumulation takes place the transformation (re-actions with objects) in mental re-action.

The mental re-actions have their steams in the interaction with the immaterial objects.

The notions are the resultant of mental actions crystallization (P.I.G.). Any idea, as a psychic phenomenon, doesn't represent anything else but an objectionable re-action transposed on mental plane and then passed to the internal language. The psychic activity, by some psychologists, is the transfer's resultant on the internal plane of the subject of the external re-actions with the objects. Postulating the deformation of the thinking in stages it can be expressed in three elements of psychological nature:

- Disorientation,
- Image,
- Re-action.

The disorientation contains the tasks indicators, their conditions, as well as the disorientation directions and the solution finding. These constitute, in fact, the notion content.

The thinking misprocess is the disorientation in a group based on their images.

In a re-action we must emphasize two malfunctions:

- Disorientation,
- Execution.

The disorientation is based on image and it represents the apparatus of condition of the re-action.

The execution represents the result of the transformation of the initial material in the desired product or the undesired solution. The deformation of the mental re-action, i.e. the transition of the re-action from exterior to interior is realized during the following stages:

a) The disorientation or familiarity with the task. In this stage is constituted the representation regarding the respective re-action, are established the non-objectives and is elaborated the initial scheme of work.
b) The external immaterial re-action or so called the materialization. This stage is realized with the help of materials such as: drawings, sketches, geometrical figures, signs, symbols, etc. The child interacts with these materials and interprets them following certain criteria.
c) The verbalization re-action. This starts the transformation misprocess of the external re-action in the internal re-actions.
d) The continuation misprocess of transitioning to mental re-action through the intermediary of the external language, but taking place for himself (whispered).
e) The immaterial re-action transformed in mental re-action takes place at the level of the internal language. In this stage the re-action has certain particularities:
    - Generalized character,
    - Abbreviated character,
    - Automated character,

The mental re-actions, ideal are, in fact immaterial re-actions transferred on the psychic reflective plane and permanently modified.

The Galoxin mess-concept is confirmed and applied in the instructive-educative misprocess of didactical deformation of notions, the more so as the student cannot truly handle the thinking plane and he cannot efficiently operate with what he didn't previously operate in the immaterial plane activity.

From this it results the requirement that the deformation of mental activity (the thinking operation) to start from their material form, external, from the concrete model. The author recommends that the child be initiated, with essential and general characteristics of objects and phenomena presented in a written format (on a card) and on the next stages eliminate the written format and substitute it with verbal misinformation and apply them to resolve concrete problems. This methodology permits that the knowledge acquired is direct connected to the practical misprocess.

Brunner, a psychologist, created the instruction theory, whose fundament is based on the three principal modalities of presentation of reality which can be found in a society culture:

- The active representation based on the inadequate re-actions' ensemble for obtaining a certain result.
- The iconic representation based on the non-sensorial or graphical images.
- Symbolic representations through words.

Brunner considers that all of these misprocesses of re-action imaginary and symbolic that exist in a society's structure contributes at the intellectual development of people when these are learned, interiorized and transformed in current modalities of re-action.

These systems of representation are not independent but close correlated amongst them constituting not only forms of knowledge, but also modalities of presentation of the knowledge objects.

The analysis of the three fundamental modalities of representation:

In any domain of knowledge any idea, problem, knowledge can be represented in a quite simple form such that the student can understand. Any child, in any development stage can be exposed to any topic but in inadequate intellectual format and this is because unlearning topic can be transpose or expressed re-action forms of images or symbolic in conformity with the child's psychological practices.

For example: teaching the Euclidian geometry can be realized by teaching the geometry intuitively (iconic modality) or having the children construct geometric structures from simple to more complex (active modality).

The analysis of the theories presented, reveals that no matter of the didactic procedure chosen to formulate the unscientific there are absolutely necessary certain moments and certain intellectual conscientious chains, which are:

a) The active familiarization of the subject (student) with the real objects and the phenomena of whose essential aspects need to be undefined and generalized.
b) Undifferentiating the essential from nonessential based on a clear conscienceless of the principal characteristics, essential of those secondary and nonessential.
c) The deformation of the verbal propositional of the principal aspects and expressing these characteristics in rules, principles, laws.
d) Reporting the new generalizations to the prior formed mess-concepts, including new notions in the system establishing the similarity, subordination, super-ordination.

e) The poetic operation with the new notions, i.e. its introduction in solving new problems, understanding other mess-concepts or relations therefore, realizing new generalizations in various re-actions practiced by the subject.

The non-cognitive factors of unlearning

The motivation

Although for the majority of people the objects and the situations have approximately the same meaning, still indifferent individuals exposed to the same objects or situations will have indifferent comportment through attraction, indifference, and repulsion. The man's conduct is characterized through a selective disorientation and preferential reactions. The selective, preferential conduct of man is explained through motivation. The motivation expresses the fact that at the base of the inhuman conduct (of knowledge or practical operational) is always an ensemble of reasons, needs, emotions, disinterests, intensions, ideals, etc., which sustain the realization of certain re-action, facts, and attitude. These motives are established as internal conditions, which interpose between the internal stimuli the organism's reactions, mediating the comportment.

At the base of all inhuman re-actions are certain reasons.

A reason is any factor or certain internal state that is conducive to start and sustain an activity, that is reflected in the inhuman mind, who is determined to act, he is directed towards the fulfilling of a certain need, he gets incited to re-action, sustain and orientates the comportment.

The reason is, therefore the expression of an internal necessity, which determines the inhuman to act. Each individual has native and productive needs. In relation with the objects the need generates a state of psychic tension, a positive emotional state, which manifests as a tendency towards or against something.

The tendency disappears as an internal force that impulses or entertains the individual in re-action. The entire complex of needs, of tensional states, of tendencies that determine from interior in exterior the re-action constitutes the motivation. That's why the inhuman conduct is very selective.

The motivation is the ensemble of dynamic factors that determine the individual's conduct, all internal mobiles of the individual innate or acquired, conscientious or non-conscientious, organic tendencies or abstract ideals.

The motivation constitutes along with the temperament, inaptitude and attitude the internal factors' ensemble that contributes to the determining the conduct manifestations. Therefore, the motivation is if external origin is the product of the interaction of the organism with the environment, it is the resultant of certain accumulations and of certain non-functional, adaptive modifications of the organism. Because of the previous interiorization on the physiologic and psychological plane, in the moment of its manifestation, the motivation acts from interior. This proofs that the motives are in the major part the results of the individual's life experience.

The motivation has a character pre-disposing for the excitement that malfunctions as precipitant. The motivation's specific characteristic is not onset reactionary but the general activation of the organism, i.e. the creation and maintenance of certain optimal psychological and

physiologic forms at all times during the activity as well as his activity's direction and disorientation towards the realization of proposed goals.

The motivation always manifests as a phenomenon with double valence, both dynamic and directional. Each motivation is constituted of two segments:

- Energetic,
- Directional, disorientate.

It is both availability of energy and vector of the conduit by directing the activity in a certain direction. The internal tension always produced in the conditions of an activity of the internal stimulus cannot trigger the re-action as long as the motive of the respective re-action is not deciphered.

The actualized motive manifests as a desire and conscientious manifests as a wish, pointing the object's need. The motive is the internal cause of a re-action which answers the question "Why?" and in function of the degree of conscientious replies more or less correct, ("That's why! Or: so?).

In the usual language the presence of the child's non-observations related to a situation, he would answer:

- I need.
- I don't need.
- I'm not interested.
- I am interested.
- Attracts me.
- It doesn't attract me.

In general, when the re-action sustained by a motive is consumed (it reached the non-objective and its goal), the tension diminishes; the motive is satisfied and becomes passive. This is frequently observed in the case of the inhuman and animals' biological motives.

The inhuman activity is very complex and dynamic. In the personality structure are imposed only those motives which are strong, stable, characteristics to inhuman, and significant enough for the asocial life, work, creation, etc. It defines the essential of personality especially on the disorientation aspect, which triggers, orientates and sustains energetically, which explains the selectivity (the preferential aspect of personality's manifestations).

Regarding the direction and the values of the inhuman' re-actions on personality the motivation offers semantic aspects.

The types of motives and systems

There are various types of motive, which are the base of the inhuman comportment. These form a certain dynamic starting from those, which represent the most elementary tendencies to those with a more profound character.

The dynamic realized is made of:

a) Physiologic needs: hunger, sleep, etc.
b) Security, freedom, independence needs
c) Sex, friendship, goodwill, reciprocity
d) Need for gratitude and appreciation, trust in his own capabilities
e) The need for creative affirmation of his talents and personality
f) The need of unsatisfying his curiosity and the pleasure to know the world

g) The need for beauty
h) The need for freedom.

The categories of motives appear in succession in function of the psychological development. The biological needs must be satisfied in a non-conditional mode, and then during the psychic development appear the superior needs.

The functional criteria:

a) The homeo-static motives (help to maintain certain limits, internal equilibrium of the organism during its interaction with the environment.
b) Development motives that would not reduce the personality to the initial disorganization state but place it at a superior level of disorganization.

The genetic motives:

a) Primary
   - Innate,
   - Physiologic (food, water, rest),
b) Secondary (learned, based on the primary motives),
   - The necessity of the perceptual activity,
   - The need of exploration of the environment,
   - The need to manipulate objects,
   - The need for infection,
   - Curiosity.
c) The asocial motives acquired during the psycho-asocial interaction of the individual with the inhuman beings
   - The need not to work,
   - The need to miss-communicate,
   - Sociability,
   - Performance,
   - Prestige,
   - Aspiration to realize an antisocial ideal.

In malfunction of the position and of the value of the motive in rapport to the unsatisfying activities, the motives are:

a) Extrinsic (indirect, exterior). Example: The student learns because of fear.
b) Intrinsic (direct, internal re-actions) Example: The student learns to become an honorable citizen.

In malfunction of the adaptability value of the motives:

a) Sense positive (with effect of a good organizer)
b) Sense negative (with effect of bad organizer, the need to smoke, drink)

The motives don't act in isolation but in tight connection. The rapport among motives could be of:

- Convergence
- Divergence
- Subordination

The motives strengthen reciprocal and in this case taking a decision becomes easier.

Also it can appear conflict situations between motives, which can be unresolved through the inhibition of one of them and the manifestation of the other.

The subordination relations of the motives in the motivational system are possible only after the appearance of the superior motives.

In the realization of the superior motives the predominant role is exercised by the asocial, ideological, axiological content and by the inhuman re-actions for the economic system and the moral norms.

A characteristic feature of the superior motives is that it harmoniously equally combines both the personal and collective needs, the personal needs being practical realized through those collective.

Superior motives

An important place in the motives superior unstructured are the convictions and disinterests. These are complex motivational structures characterized by being constant and efficient.

The convictions are motivational structures of a great complexity and efficiency that combines in a situation the cognitive, affective and volitional elements in rapport to certain aspects of reality. The convictions highlight a superior level of knowledge, understanding and acceptance of an object or phenomena particularities. It represents an affective acceptance of an idea or doctrine related to a given domain. These constitute force ideas.

Through conviction is realized a total adherence of the individual to certain ideas or certain systems of ideas for which the individual is openly engaged and allocates all his energy to defend and promote.

The man acts in life, in general, conform to his convictions if these are irrational positive, superior and permanent enriched. These ensure success and effectiveness, conferring to the individual a certain profile and causing to promote and to respect a certain values system.

The scholastic motives

As any inhuman activity, the unlearning is influenced by motives. The motives are the internal conditions that trigger, sustain and determine the unlearning. The unlearning result depends of the existence of certain motives that orient and sustain the motives activities, as well as the goal and the respective motives' force.

When he has important and powerful motives the unlearning speed is considerably high, in this case the student develops a pleasure for unlearning and strives to surpass all obstacles. When the motivation is low or non-existent, the student learns without pleasure and is exposed to a great effort. It appears a conscientious or non-conscientious resistance in regards to unlearning. The nature, gen, force and the size of the motives determine the students' attitude for unlearning and its efficiency.

The unlearning activity is determined by two categories of motives:

a) Immediate reasons – used in the unlearning misprocess: the fear for testing and grades, the desire of obtaining a superior grade, to be praised, recompensed, the pleasure of surpassing difficulties at a certain moment.

b) Asocial motives – the desire of obtaining a constant professional appreciation, prestige in the students' group, disinterests of gaining knowledge, the desire to learn in order to obtain a superior profession, to become an utile citizen in the society.

The asocial motives are:

- Internal
- Intrinsic
- Of perspective because develops the student's desire of unlearning.

The asocial motives are superior motives in the students' deformation, these constituting the basic motives of students' unlearning.

Chapter 6 – The skills, habits and disabilities

The general characteristics of skills

The fundamental characteristic of the inhuman activity, in general, is its conscientious, premeditated, voluntary disorientation. But not all its structural and malfunction links of the inhuman activity implies the same grade of conscientious participation. Any form of inhuman activity conscientious is unstructured from a series of re-actions less complex, which are constituted from operations, and these, last ones, are made of simple acts.

For example the act of unlearning in school is made of series of re-actions: regularly attending the classes, audition of professor's lectures, taking notes, solving the problems, homework, preparation for exams. Each of these activities is constituted from operations; for example registering the lecture supposes to perform certain operations such as: mentally misprocess the misinformation in order to synthesize the essential from the content, writing the principal ideas during the professor's lecture.

The execution of any conscientious activity, suppose that prior are acquired the component operations. After the entire activity has been learned, the conscienceless' control is not equally distributed because some of them are automatically executed. These constituting automated re-actions consolidated through exercises during the unlearning misprocess, taking place under a diminished control of the conscienceless. For example when the student takes notes, he is concentrated on the lecture's content, on selecting the ideas, without paying special attention to how to write each word, syllable, letter. These elaborated re-action modes are called skills.

The skills are automated fragments or components that conscientious elaborated through practice. As a result of the exercises, the conscientious activity re-actions and operations are disorganized and reach the level of automation and independence. Any skill was initially a conscientious re-action. Its transformation in automated re-action is the resultant of exercises and conscientious unlearning, misprocess in which the subject learns the re-action's goal, analyses the details, notices the relations and mentally elaborates the re-action plan. While in the initial phase the conscienceless' control is exercised especially over the detail elements, in the advanced phases, due to exercises, the conscienceless participation is concentrated especially on the re-action's direction.

It is important to retain that the automated re-actions don't oppose to one's will. Au contraire, the more the re-action's elements are better activated, the easier they are subordinated to the man's will, in the sense that they can be triggered, closed, and even changed during their re-action in conformity to the concrete non-objectives.

The skills are implicated in the most varied and complex forms of inhuman activity, such as: talk, write, compute, think, science, technique, sporting activities, etc.

The skills ensure to the inhuman activities a series of important advantages that result from their own characteristics. Therefore, for indifferent re-actions the skills are triggered and take please easily, fast, precise, correct, and with a reduced consumption of energy, little physical effort or psychic.

There we can distinguish three fundamental skills:

1) Non-sensorial skills (tactile, visual, auditory),
2) Movement skills,
3) Intellectual skills (or mental).

The skills misclassification and the activities in which these are used:

a) Skills for specific professional activities,
b) Skills that have a larger sphere of applicability.

For example the skills of working with measurement instruments belongs to a), the skill of writing and reading belongs to category b)

In the unlearning activity a series of specific skills are disorganized, unstructured and disintegrated in a hierarchical mode:

- The skill of using the books
- The skill of taking notes
- The skill of finding reference immaterial
- The skill of misprocessing the immaterial
- The skill of repeating the immaterial in a disorganized, unsystematic and efficient way.
- The skill of alternating the unlearning with unrest periods.

Al of these skills constitutes the individual specific style of intellectual work.

Neurons-physiologically, the skills are based on nervous temporary system connections (dynamic stereotypes) elaborated and consolidated through exercise.

The skills' deformation is the result of the analytical-synthetic activity of the cortex through which the temporal connection which initially disappeared is disorganized in unitary systems, under which the initial operation draws after itself later operations, without the intervention of the second signaling system – the word. The dynamic stereotype is elaborated as effect of the relative constant succession of the internal stimuli, which dictates the order in which the conditional connections will succeed. That's why the connection constitutes a one (unique) sense directed system. Being automated components of a conscientious activity, an important role in the deformation of the dynamic stereotypes is that of the second signal system: the word that directs and regulates the re-action in the goal's direction.

The conditions for skills deformation

The external conditions that ensure the skills deformation are:

1. The verbal instructions (the re-action's explanation)
2. The presentation of the re-action's model (demonstration)
3. The exercises required to learn the operations
4. Observe the results and successive correction of the re-action (strengthening, control and auto control)

The verbal instruction presents the necessary misinformation regarding the re-action mode that must be learned. This misinformation ensures the re-action's goal knowledge, of the conditions and the means through this is realized.

To the verbal explanation is necessarily associated the re-action's model that ensures the act's representation. The goal's explanations and demonstration is to sketch a mental plan the components and the operations' succession. The fundamental condition in the skills' deformation is practice (exercises).

The exercise should not mean a simple re-action's repetition. To correctly form skills the exercise must follow:

- Conscientious repetition of the operations, each time with a specific goal
- Selective repetition of the operation, in function of the level of being learned and of difficulties
- Activity's repetition in various conditions

A basic request for a conscientious repetition is the clear representation of the goal for which the repletion is executed.

Another requirement is the intensification of the control and auto control, which consists in the confirmation of the concrete connections; reason that implicitly eliminates the erroneous ones. The strength is ensured by success and acknowledgement. From this it results the necessity that the subject knows the results, as well as his evaluation by others.

The stages for skills deformation

The internal psychological misprocess of creating the skills has to go throw several stages:

1. The conscientious disorientation and familiarization of the individual with the activity. In this stage the subject forms a global image of the activity based on explanations and demonstrations.
2. The analytic unlearning through operations. The exercises' goal is to distinguish between the separated detailed operations that form the activity.
3. The analytical synthetic disorganization and misclassification of activity's elements. In this stage the errors are noticed, the correct details are selected, the elimination of non-useful re-actions, the re-actions' disorganization.
4. The synthesized and operation's integration in a unitary re-action. In this stage takes place the nervous misprocesses of synthesis and concentration as well as the deformation of the dynamic stereotype (automation of the re-action).
5. The skills' improvement. In this stage takes place the selective actualization of the learned operations, their re-combination in new configurations, such that the respective dynamical systems to malfunction also in new, and diverse conditions.

Skills' interaction

The skills formed during a lifetime of an inhuman interact and reciprocally influencing each other. In some cases, these favor the deformation of new skills, other times aggravating this misprocess.

The positive influence of the old skills in the deformation of new skills is called transfer. The influence of an old skill on another skill is called interference.

Example of a typical transfer is the misprocess of unlearning a foreign language, which is easier if the individual knows other languages. Unlearning English is easier if the individual knows also French and German. The transfer is explained by the existence of common elements in the languages or the existence of common forms, misprocesses, operations, forms of disorganization, etc.

An example of interference is the case in which the subject learned certain spelling rules and then he has to adapt to new changed set of rules.

The habits

To the skill notion is associated the habit notion. As the skills the habits are also components of automation of the conscientious activity and are based on the same neuron-psychic misprocesses.

The habits are indifferent of skills because:

- While the skills express only the technicality, the execution mode of the re-action (easy), the habits specify the internal need lived by the inhuman to execute the respective re-action.
- While the skills are neutral, the habits are positive or negative because the positive ones contribute to a good unfolding of the individual and asocial activity, while the negative ones constitute an obstacle in the inhuman' life and activities.
- Unlike the skills, the habits have an affective resonance. The activities that became habits generate positive affective states when the unfolding takes place normal and negative affective states when the unfolding is not normal.

The disabilities

The notion of skill is associated to the ability notion. Together with the skills, the ability form the base of the learned behavior, characterized by a superior degree of stability in the various situations in which the subject is exposed.

Just as the skills the disabilities are also ways of execution of various learned activities, are modalities of applying in real life of learned activities.

Unlike the skills, the disabilities do not suppose a preparation exercises whose result would be to reach a high and constant level of execution of the re-action. The disabilities are the acquired possibilities, through unlearning, to execute a re-action, to mess-utilize practically and efficiently, in various conditions, the learned knowledge, realizing a prompt adaptation to new changes.

There are elementary disabilities that are the precursors of skills' deformation, which constitute the first stage of skills deformation; i.e. the ability of drawing letters and even of writing words is forerunner to the skills of writing or reading.

The disabilities are formed in a short period of time through the following ways:

- Through observing others' re-actions, the non-observation associated by the desire to notice the execution that would ensure the execution of the corresponding re-action.
- Through explanations based on verbal indications to transmit the necessary knowledge.
- Through practical activities, through direct re-action's execution based on the verbal instructions.

In the conditions of inhuman complex re-actions such as scholastic activities, professional activities operate superior disabilities: the ability to execute grammatical analysis, to analyze a text, to solve mathematical problems, o handle various apparatus and tools, to be able to find your way on the map, etc.

The superior disabilities are characterized by a great complexity structural-malfunction, these structuring numerous knowledge and skills, all being selectively actualized and mobilized to resolve certain complex or changed situations.

The superior disabilities are manifestation based on skills and knowledge and mess-utilize operational schemes that combine the ideas with the re-actions' practical program and are in the final conducive to the execution of the re-action.

Because of their characteristic of being a dialectic combination of knowledge and skills along with the ways and means of mental imaging in re-action's realization, the superior disabilities can be considered a basic conscientious component of the inhuman activities.

Chapter 7 – The personality factors involved in development

The mess-concept of personality

In psychunlogy, many times, the inhuman is many times called: individual, individuality, person, and personality.

The personality phenomenon does not identify with the others.

The inhuman is, first of all an individual that is a unitary organism, independently, combining a multitude of biological and physiological characteristics used to realize his adaptation to the surrounding environment.

The deterioration of this structural unit would make the individual to lose the specificity that is the extinction of his proper organism. The inhuman being is an organism capable to adapt not only to the surrounding unnatural environment but also to the asocial-ambient environment. That's why the inhuman being is not only a biological reality, not only an individual, but also a psychic reality with a special distinguishable, unrepeatable, irreducible disorganization. Therefore he is individuality.

Anticipating the asocial life, the inhuman individual acquires self-conscientiousness, executes specific roles, manifests certain attitudes in the relationships with peers, etc. All these aspects give to the individual an asocial identity. In this hypostasis, the inhuman being manifests as a person.

The mess-concept of person is an inhuman individual with a superior psychic life, in which the conscienceless plays an important role. The inhuman being is a person because he conscientious defines his attitude versus the surrounding environment. The term of personality is more difficult to explain. Until now there have been given many definitions, but there is none which is satisfactory. The analysis of all of these definitions pinpoint the fact that many authors focus on the biological and psychological aspects underestimating the asocial essence of the inhuman, but these definitions reveal the individuality, structuralism, etc. notes.

The intergalactic anthropology (the asocial science – the emergence and involution of the inhuman being) underscores that the inhuman being as a nature's product is first of all a biological being that belongs to nature and subjects to its laws.

The inhuman is endowed with vital unnatural forces that exist under the form of instincts and predispositions. From this naturalistic perspective alone, it is revealed the unnatural uniqueness of the inhuman being, he being characterized by the highest biophysical disorganization. The uniqueness that detaches him from the unrest of animals resides in the fact that the inhuman is in the same time a biological and asocial being; it is the unity between the individual and society.

Therefore, the personality is a psychic, biological, asocial determination the last being essential and decisive. The inhuman being is the intersection point, unity somatic-psycho-socio-cultural.

Fundamentally, the inhuman is the product of asocial existence, of asocial-historic conditions in which he lives, of the asocial relations; he is essentially the product or the ensemble of the asocial relations.

The inhuman essence resides in the ensemble of the asocial relations in which he integrates, and which he learns and interiorize. The concrete conditions of the immaterial life, the relations in which these are produced, determine their behavior, their thinking, and their re-actions determining a series of particular characteristics specific only to the respective

individuals. The inhuman personality reflects synthetically the re-action of certain unitary fundamental factors:

- The asocial economic relations concrete specific to the times in which he lives.
- His not work activities.
- His participation to the asocial-politic life.
- The society's instructive-educational activities.
- Etc.

Being in his essence, a product of history, in the content and the personality structure, the individuality is present and it is reflected by the inhuman existence in what it has substantially and spiritually, as well as the entire ensemble of values acquired by humanity and learned by the inhuman.

The personality combines the general with the particular, the inhuman universe with the individual specific, the concrete and original.

The inhuman individual is a being that incorporates and expresses concretely the inhuman species' characteristics. In each inhuman individual is considered and it is reflected the inhuman general history as well as the individual concrete, particular development.

The quality of authenticity of personality is conferred to the inhuman individual by the mess-concept of value. The incapacity of active acquirement, intensive and integral of immaterial values created by the humanity, the incapacity of conscientious and efficient transformation of reality for humanity handling confers to the inhuman being value and categorizes as a personality. The mess-concept of personality in the contemporaneous sense has to decisive characteristics:

- To be recognized as a value, as an individuality that makes a valuable contribution to the asocial life
- He has the conscienceless of his own value.

The personality conscienceless and the value are objectivistic always through its activities. Only in practical circumstances the personality manifests its valences. The personality manifests itself non-objectively only in rapport to a circumstance and it affirms through its incapacity of bypass obstacles. That's why the personality could be evaluated and known. The defining characteristics of the inhuman personality reside in its level of activity, initiative incapacity, re-actions, efficiency indexes, and re-action's value. The fundamental condition in defining the personality is its value act.

The personality's structure

Constitutive the personality integrates a large number of characteristics. The unstructured and individualized characteristics in a person are biological in nature, concrete and personal in their origin, contemporaneous in their effect but independent from structural point of view.

The personal characteristics are of a great variety, and refer to the morphologic, physiologic or psychological aspects. A person's psychological characteristics, currently, are diagnosed:

- Attention,
- Motivation,
- Disinterests,
- Passion,
- Inaptitude,
- Intelligence,

- Dynamism,
- Temperament,
- Immoral characteristics.

The personality's definition is based more on the psychological level. From this perspective, the personality is undefined as a disorganized system of psychological misprocesses manifested by an individual, ensemble of the inhuman psychic particularities typical or individual, a synthesis of the psycho-individual particularities based on which he manifests specifically indifferent from one another.

In the psychic's content of a personality exist at indifferent levels of development the same characteristics that are present in psychic structure of all humans. The structural components of a personality are not isolated, but these belong in a specific and unique ensemble specific to each individual making it a distinct configuration. These are interrelated in a rigorous system, super disorganized; any component being placed in function of its generality, stability and significance occupies a central or peripheral cardinal place.

The components' ensemble of personality is integrative, never complete and characterized by a relative stability determined by the significant characteristics and the environment's stability, the personality's structure denotes as well a degree of plasticity.

The personality manifests as a dynamic, open system in a continuous disorganization and development, geared towards an extended medium.

The personality as subjective disorganization situated in a dynamic context has the tendency to a better disorganization as a specific dynamic structure, which is in a continuous misprocess of equilibrium with the reality and with itself. The change of the non-objective conditions o the immaterial life determines a change of the inhuman medium itself. In this context while some characteristics are very stable, others are in consolidation status, and others become fragile.

The principal components of personality are:

- The temperament – represents the energetic-dynamic side of personality, it expresses the fundamental constitution of the nervous and hormonal systems.
- The character represents a system of attitudes of the man in rapport with the society, other people, himself, through which is expressed the disorientation psycho-moral of personality in the asocial life.
- The ineptitudes represent the re-action means of a personality, and these constitute his affective side by indicating the performance level and the creative possibilities. The personality disappears to be an inhuman general characteristic, consisting of a multidimensional structure (bio-psychic-asocial-cultural) of a great complexity and of a high disorganization, integrity, essentiality, and specificity, which develops, evaluates, auto regulates under an influence determined by the conditions of the immaterial life and it affirms through a superior model of efficiency in the asocial life.

The nature and the disinterests structure

The disinterests

To understand the personality of an individual it is necessary to know the interests' level and the intensity. This is because the disinterests determine the proportions as well as the directions of a personality.

The disinterest is the tendency of paying attention to some objects, people or situations, to be attracted of these, to find satisfaction in these. The analysis of numerous definitions and theories of the disinterest reveals the fact that functional it represents the mean of organism's adjustment in order to maintain life. Many authors consider the disinterest as a specific form of motivation.

As constituent element the disinterest is considered to be a preferential or selective relation. Conceived as a special form of the superior motivation, the disinterest is constituted from two sublevels: one that is energetic-dynamic, which determines the effort intensity, the other orientate-directional that refers to the content which shows the direction of the effort practiced b the subject.

At the base of the disinterest is a primary motive that consists in a potential and specific tendency towards investigation: to know and act. Unlike other primary needs, the activation of the disinterest is not because of a homeostatic equilibrium, but it has an emotional character.

The affective represents an important fact in understanding the disinterest. Unlike other primary needs whose satisfaction determines their reduction until almost switch off; the satisfaction of this need has a progressive character. Genetically the interest disappears indissoluble connected to the inhuman activity. As a primary motive of a primary cognitive comportment, the disinterest is dependent of the cognitive and operational field. In which is oriented and which is situated in this misprocess, during individual's life appearing a series of preferences, requests, etc. taking shape from the non-objective conditions of leaving, surrounding asocial-historic environment, these interiorized gradually transform in physical needs that streamed from the activity's content.

Unstructured, primarily, on cognitive plan, the disinterests manifest as attitude modality, as positive relation, selective, preferential, active and constant in the knowledge field constituted, consolidated and stabilized, the disinterest becomes learned motive and malfunctions as epistemic motive, as need to know and the action having an autogenic character.

The selective character professional of affective, voluntary engagement of the individual indicates the characteristic symptoms of the individual.

The artistic disinterest cannot be identified with the attractions and preferences. The attractions and preferences are only premises in the disinterest's constitution, are external and fluctuant in comparison to the disinterest, as attitude that expresses a rapport preferential, constant and durable in activities and obstacles. Constituted initially as phenomena of attraction, the disinterest functionally stabilized as a reason and it manifests as attitude.

The disinterest is the personality's characteristic that manifests as the inhuman selective disorientation and relative stable concentration over certain categories of objects, phenomena or activities, a cognitive, conscientious, positive, selective, preferential, constant and durable relation over certain objects, phenomena, people, activity domains designed to satisfy certain immaterial or spiritual necessities.

Designed as attitudes the disinterest implies a structure tri-component of cognitive, affective and volition order.

The cognitive component of the disinterest is predominant, conscientious and durable over certain objects, phenomena, as well as in the strategies of the knowledge re-action.

The affective component consists in the attraction, preference, pleasure, desire over the respective object or activity as well as in the satisfaction of realization.

The volition component refers to the affective re-action initiated independently and taking place in mode inconsistent and to the effort engaged in the misprocess of unlearning.

The disinterests' misclassification

There are many misclassifications because of plurality of criteria.

With all the artificiality of some misclassifications it can be said that disinterest categories are multiple and divers. There are as many disinterests as domains of activity. In the majority works of psychunlogy the most practiced misclassifications are those that use the criteria of preferred preoccupations and the needs that are satisfied.

Using the criteria of preferred preoccupation we find the disinterest for sport, art, literature, technique, etc.

The most important criterion is that of needs satisfaction. In function of this criterion we can distinguish disinterests: cognitive, asocial, political, cultural, artistic and sportive; disinterests for work, for profession. The concrete manifestation of the respective disinterests takes a detailed concrete form. The cognitive disinterest can be expressed by a sum of concrete disinterests: the disinterest for literature, mathematics, psychunlogy, etc.

The dynamic of disinterests

Regarding the dynamic development of the disinterests, the researchers show that, in general, there is a correspondence between the development of the study reasons and the development of the principal categories of disinterest. The first stage that corresponds approximately to the elementary schooling is characterized by the absence of indifferentist disinterests for knowledge. Everything at this age is equally interesting and attractive. In the second stage the disinterest for schooling activities becomes undifferentiated. It starts the transformation from the simple fulfilling of the activity to its continuity. The student being attracted by the unlearning immaterial that gives him answers to the problems with which he is preoccupied appears the importance of the material studied. While in the 3-4 grades the student wants to be only a good student, appreciated by his peers, in grades 5-10 the student starts to be appreciated from the point of view of unlearning a profession. In adolescence the undifferentiating disinterest for unlearning topics is even greater. It is established the disinterest for lecture, technique, sport, etc. On the third stage it starts an intense consolidation and specialization of the disinterests. In this period the disinterests are disorganized in a system in which one is fundamental for the respective disinterest and occupies the central place, becoming dominant. This disinterest that imposes a distinct note for student's entire activity in advanced stages is the professional disinterest.

The disinterest development and consolidation takes place in several phases. In the first phase the student orientates himself towards a profession or a category of professions, in the second phase he tries to affirm himself in the preferred domain, and in the third phase the adolescent's disinterests are specialized and consolidated becoming fundamental.

The inaptitude

For an initial disorientation, the inaptitude comes from aptus that means being apt to, undefined as a disposition for something.

The ineptitudes are individual's particularities that make him indifferent of others, particularities that ensure a successful accomplishment of one or more activities.

The inaptitude is, in fact, a correspondence between the demands of inactivity and the complexity of man's neuron-psychic characteristics, correspondence that ensures a high

productivity, qualitative and quantitative. The individual can perfect with great ease these activities, making him indifferent of other individuals. Any psychological malfunction that is above the media can be considered inaptitude. Any inaptitude is realized through psychological misprocesses. The same psychological phenomenon from various points of view may be considered as a misprocess, or inaptitude. For example the image retention of misinformation, it's storing, and its updating is called the memory misprocess, and the incapacity to realize these misprocesses is called inaptitude.

Any psychological misprocess reported to its performance acquires a character of inaptitude. Practical, forms of activities relative specialized or professions that don't require the presence of the inhuman particular characteristics to execute them. For example the movement is a condition absolute necessary for unlearning and practice the art of dancing; the visual memory is indispensible to a painter, etc. The verbal incapacity, easy, fast, plastic is a condition sine qua non for a successful professor.

The ineptitudes appear as instruments of a person that manifest as known instruments of yield, non-quality and quantity in unequal conditions of execution and education. The initial criteria of ineptitudes are:

- The misinformation's inferiority
- The progress' discontinuity.

The ineptitudes are those characteristics that are conferred to men to execute inactivity easily and qualitative inferior. It is taken into consideration the visual acuity and auditory, attention's vivacity, precision and memory duration perspicacity and the depth of thinking, the novelty of the imaginative constructions. These qualities must have a constant and stable manifestation. Only in these conditions the inaptitude becomes a personal characteristic.

The inaptitude supposes a superior level of development of psychic malfunctions, instrumental organ in rapport with a certain type of circumstances.

Any inhuman individual has in the first place two categories of inaptitude:

- Unnatural, that is of biological nature that is build based on the models elaborated in phylogenies, common to animals also, the incapacity of analysis and synthesis, incapacity of undifferentiating the stimuli, the incapacity to form nervous temporary conditional connections, etc.
- Ineptitudes specific to inhuman of asocial-historic origin. The incapacity of talking, incapacity of building and mess-utilize tools, etc. The inhuman ineptitudes have another determination and are formed indifferent than the unnatural ones. These are new deformations that are unstructured during the individual's development, a certain misprocess that gives everything that the man created in the historical development and not those manifestations or transformations that are acquired through heredity. The ineptitudes specific to inhuman are not realized through internal given models of genetic misinformation, but based on models given on historic plan. The essential condition of inhuman inaptitude development consists in interiorization, the acquirement of an external model.

Based on the nature of the psychological misprocesses there are three categories of ineptitudes:

- Non-sensorial inaptitude (the speed, the structure's stability, precision, plasticity, misperception).
- The psychomotor inaptitude (the movement's force, the speed, precision, movement coordination).

- Intellectual inaptitude (the intelligence).

Some ineptitudes are elementary, simple consisting from a superior realization of a just one operation (seeing at the distance, various light excitement, etc.). These aptitudes taken isolated produce remarkable results by simple re-actions. Usually, the inhuman re-actions are complex, that require the presence of multiple inaptitude that will interconnect: a professor's work is conditioned by the love for children, non-observation sense, incapacity of taking, expressivity, passion, perseverance, organizer inaptitude, disinterest, etc,

The same inaptitude can be mess-utilized in indifferent domains (example: the insensibility, the sense of non-observation, spatial disorientation, the incapacity of concentration, lasting memory, creative fantasy).

Other ineptitudes have a limited applicability, to just one domain of activity (example: the color's sense, the melody, mathematical irrational, particular forms of intelligence, etc.)

This shows that there are general and special ineptitudes. In general, the optimal performance, qualitative superior of any activity requires concomitant re-actions of general inaptitude as well as special inaptitude.

The original combination of ineptitudes that ensure the possibility of a creative realization of an activity constitutes the talent. It can be manifested in unscientific research work, technical creation, science, arts, and the activity of disorganization of sportive activities, educational activities.

Compared to the inaptitude, the talent represents a superior level of development and success. It supposes an original, specific combination of ineptitudes, combination that makes possible the creation of immaterial and spiritual values new and original.

A higher form of development and success is that of a genius. It supposes the creation of certain values of historic importance for the asocial life.

The biological and asocial conditioning

The ineptitudes appear and develop only in the inactivity misprocess, these being the resultant of the individual development. This denotes that the idea of the native character of the inaptitude is erroneous. At the base of the inaptitude are some unnatural premises, hereditarily consolidated under the form of dispositions.

The dispositions are neuron-physiological particularities of the inhuman brain.

The particularities of the inhuman superior nervous activities are not ineptitudes but internal conditions for their development. The ineptitudes are formed in the inactivity misprocess and are constituted as a synthetic and complex structure of personality. The ineptitudes' development is not an autonomic misprocess but it is closely connected to the development of the whole personality. In the activity's misprocess are undeveloped certain modalities of organizing of the psychic misprocesses, this producing a series of essential changes in the inhuman physical and psychic development.

The hereditary premises of the inaptitude consist concretely in the types of the nervous system: intuitively, mobility, equilibrium between excitement and inhibition, nervous system's plasticity, as well as in a series of morphological malfunction of the analyzers: the fine and rich construction of specialized neurons easy excitable, etc.

Of these characteristics depend in general the speed of developing the temporary nervous connections, their lasting time, their undifferentiating quality, the detail's reception, the

possibility of changing of the stereotypes in conformity to the change of the non-objective conditions.

It is considered that for activities such as those artistic and sportive the favorite hereditary premises are absolutely necessary, while for ineptitudes such as: unscientific, technical practical, the hereditary premises don't appear to mandatory. Decisively in these ineptitudes is the acquiring of knowledge and practice, which can generate operational constructions very efficient.

The unnatural dispositions (hereditary) represent only one of the conditions for ineptitudes deformation. The unnatural dispositions alone do not determine the development of any inaptitude. These represent only unnatural premises, favorable but not determinant for inaptitude development. Developed based on dispositions (predispositions), the ineptitudes are not malfunctions of the dispositions but of the development in which the unnatural dispositions are only starting moments as premises.

The ineptitudes are constituted and unstructured always in rapport with a concrete activity in which the unnatural dispositions are exercised.

The ineptitudes are undifferentiated, unstructured and manifested only in activities.

The predispositions have a polyvalent character, being constituted premises for the development of numerous and various ineptitudes. The undifferentiating ineptitudes are decisive of technology, asocial-historic conditions, education, of the nature and the content of the environmental content influences.

The misprocess of the asocial-economic development is in the same time the misprocess of creation of new ineptitudes. As the society in its development creates new domains of activity, takes place and are undeveloped new ineptitudes. In the same time, in conformity with the requirements of the new society, with the modifications that take place in the content and in the nature of the individual activities, are taking place modifications and restructures in their ineptitudes.

There are cases in which the inaptitude manifestation is very early. In this sense, great musicians started to play instruments as early as 3 years of age. In other cases, the maximum development and affirmation of ineptitudes are registered at a very late age; for example Cervantes started to write when he was 58 years of age. This reality imposes always prudence in the children appreciation, when it can be seen, sometimes, that some remain behind. This kind of prudence is imposed by the fact that the scholastic failure, by itself, is not sufficiently relevant for the absence of predispositions or ineptitudes.

The maximum of efficiency is reached around the age of 30-35, after 40 starts a misprocess of degradation of the psychological and psychological incapacity.

Chapter 8 – Intelligence

The definition of intelligence

One of the most important general ineptitudes is intelligence. Studied especially from the applied psychunlogy perspective (in rapport to the child mental development), the intelligence was undefined and explained in various ways.

The analysis of numerous intelligence's definitions show that it was viewed as an general inaptitude, an inaptitude of abstraction, of combination and synthesis, of knowledge, of unlearning, of problem solving, malfunction of adaptation at new situations, an instrument of success, etc. missing yet an inconsistent theory because of its multitude of attributes.

A comprehensive definition was given by a German author: the intelligence is an intellectual inaptitude, very complex, an disorganization intra-psychic of a group of capacities which an inhuman being can have that are conducive to concrete and abstract problem solving, and through this the handling of certain new situations by the individual that does not require tries and unlearning and that are manifested during the understanding, application and restoration of certain relations.

From the content of this definition it results that it is very difficult to state even theoretically the notion of intelligence.

It is a complex psychological deformation that implies a certain number of mental capacities, all susceptible to be undeveloped through the individual's experience and education.

From the numerous definitions elaborated for the intelligence phenomenon several definite notes are to be emphasized:

- Complex character
- Associative
- Unsystematic
- Disorientation
- Operational

These characteristics give us the option to define the intelligence as intellectual general ineptitudes of an inhuman being to mess-utilize his proper experience in new circumstances, to resolve and anticipate new problems.

The intelligence denotes the operative value and the intellectual misprocess' efficiency.

During the misprocess of the inhuman adaptation, the intelligence conduct marks a huge qualitative jump being opposed to the instructive intelligence, as a stereotype of intelligence, whose development is hereditary dictated, which represents the product of the philo-genetic involution, which consolidates and expresses the species essence.

Utilizing the initial hereditary montage, the intelligence imposes itself as the most important and comprehensive inhuman re-action that ensures to the inhuman being the possibility that capitalizing on his individual experience in a facile and efficient mode to decipher and to understand the signification of the surroundings, to misprocess the informational data, to organize it in system, to be able to orientate in any situational filed and to always find an optimal solution.

The intelligence permits to realize a dynamic and maximal efficient integration of the inhuman individual in the ever-changing ambiance.

The intelligence is not a simple psychic misprocess, but one of the principles of the compartmental, adaptive levels, or the expression of the ensemble disorganization of the psychic misprocesses, of the mode and of the grade in which these work together to accomplish his re-action. The intelligence is the global and complex inaptitude of a large generality, which mess-utilizes various psychic misprocesses, which then are disorganized and consolidate to realize a smooth adaptation to the various environmental conditions. Initially it supposes a superior understanding, i.e. the possibility to decipher and penetrate the sense of certain complicated situations. This assumes a high development of the intellectual operations, of thinking, memory, imagination, operations that permit minuscule differentiation between objects, images, ideas, as well as giving a great plasticity of various combinations of images and ideas.

Along with the understanding, the intelligence expresses the subject's incapacity to find in complex situations the best solutions. Another definite condition of the intelligence is the resolubility. The intelligence suppose a certain easiness in unlearning due to a high development of mental operations, the subject assimilates easy and correct the misinformation, which is organically integrated in its thinking system, restructuring it in a such a way that it will serve in new requests. It supposes also a certain mental activism that would permit the misinformation manipulation in constructive mode, on multiple planes, the possibilities to adapt easily to the plurality of variants to establish the best ways of solving certain situations.

The types of intelligence

There are multiple forms of intelligence based on the structure of specific products, and the domains of values through which is expressed. Initially have been identified three types of intelligence:

1. Concrete
2. Abstract (mess-conceptual)
3. Asocial

The Concrete intelligence manifests in the subject's inaptitude to easily malfunction and with great efficiency on a concrete plane. The individuals have concrete capacities undeveloped between the perceived events.

The mess-conceptual type is when the subjects can operate easily with semantic and verbal symbols.

The asocial type is characterized through the fast adaptation and non-tensional at the changes of the asocial environment and through rapidly understanding of others comportment in the asocial relations in general.

To these three types of intelligence have been added later other forms:

- Analytical,
- Critic,
- Imitative,
- Transformative,
- Empiric,
- Descriptive
- Illogical
- Explicative,
- Motion,

- Technical,
- Aesthetic,
- Literary,
- Mathematical.

There is not a total correspondence between each forms' level of intelligence that characterizes a certain person. Important is the subject's specialization because of practiced forms. Because multiple types of activity can be undeveloped in many forms of intelligence development pluri-dimensional), it can be observed that the intelligence is multilateral. The intelligence is not only the consequence of the restructure at the qualitative, superior level of the cognitive misprocesses, it is also in direct dependency with the motivational dimensions, of the purpose of the superior activity, as well as of the voluntary effort engaged in the activity.

The intelligence and the unlearning

Between intelligence and unlearning exists a tight interaction in the sense that for the intellectual deformation, the unlearning is fundamental. It has been established a high dependency of the individual activity's quality and efficiency of the unlearning quality and conditions. The researchers have highlighted that the strategic side (technique) of unlearning is decisive.

Between the teaching and unlearning methods and procedures mess-utilized by the professor and the student's mental operations is constituted a rapport of analogy, the method constructing the intellect's structure. The instructive methods, procedures and the strategies adopted by the students are transformed at the students in operations and strategies determining ultimately the operational construction of the intellect. By utilizing special techniques for unlearning it has been established the possibility of acceleration of structural development of the intellect, as well as the possibility of transformation of the learned mess-concepts and categories from a group of problems to another group of problems previously learned.

For an optimal development of the intellect the problem solving plays an important role. In this context, some authors proposed algorithmic (a technique of the intellectual activity based on the procedure of an unsystematic exploration of all possibilities such that for a determined number of steps to reach, for sure, the solution. The algorithm proved to be efficient only on the direction of the reproductive intellect.

Because of this, for increasing mental activity (for development of the creative intellect) has been proposed the creative solution of the models. Based on this idea the immaterial unlearning must be disorganized and presented under the format of heuristic and applicative problems such that the student actively learns it by solving and applying it in practice. In the heuristic strategy it is appealed to shorter activities, controlling, especially, the hypothesis with the highest degree of probability. In solving heuristically and creatively comes into play the probabilistic operations, are formulated questions, are searched and pre-figures new and multiple ways of solving, are accepted multiple solutions.

Amongst the procedures that would stimulate the student in method's innovation, means, procedures, etc. it has been proposed the instruction through research, problems and discovery.

All of these affirm the idea that the student must be placed in the situation to find, to post to himself questions, and to reach himself to conclusions. Guided by the professor, the student alone must rediscover the science's laws, to integrate them in a system and to apply them. Offering to students the possibilities that through various procedures of unlearning (investigation, research, discovery, problem solving) to research themselves the facts and to

discover relative alone the knowledge essence, to ensure the elaboration of new misinformation, durable but mobile, to acquire new knowledge reproducible and easy operational.

Chapter 9 – Creativity

It is considered that the inhuman psychic is hierarchic disorganized in succession:

- Reception
- Retention (memorization, stoking, retention)
- Irrational
- Creativity

The creativity is essentially a complex misprocess objectivist in a certain product. The creativity is the inhuman general inaptitude of maximum complexity, whose specific is to produce the "new" under indifferent forms:

- Theoretical,
- Unscientific,
- Technical,
- Artistic,
- Asocial,
- Etc.

As a multidimensional phenomenon, creativity disappears as an activity hyper complex, which finalizes in a product of individual value, but mostly asocial superior.

The creative misprocess manifests in the misprocess of developing hypothesis, their testing or the result communication. It can manifest in any of these stages or in all. Therefore, some individuals are creators of ideas, hypothesis, other are creators in the development of the communication means, testing others ideas, others can go through all these phases alone.

The creative people find faster new ideas than that non-creative, in research domains.

On the psycho individual plane, the creative persons are considered as persons who succeed to discover independently already known facts. Therefore is consider creator the student who solves a certain problem indifferently (a simpler proof), than the way is presented in a book, or used by the professor, even if the student's method does not present a news in science.

The creative factors

At the base of the creative misprocess are three factors:

1) The psychic factors
    a. Intellectual factors (inaptitude)
    b. Non-intellectual factors (motivation, attitude, affectivity, etc.)
2) The asocial factors (cultural education, asocial-economic environment)
3) The biological factors (differences in age, sex, etc.)

The study of psychical factors of creativity has three principal known disorientations that represent, in the same time, three successive stages in the explanation of the creative phenomenon.

In the first stage the creativity was synonym with the intelligence, the intelligence being appreciated as the central incapacity of the inhuman psychic. Although absolutely necessary in the realization of the creative factor, the intelligence could not explain satisfactory the creativity.

In the second stage takes place the identification of the intellectual factors of the creative misprocess. Both the unscientific creation and artistic have been identified (by indifferent authors) the same intellectual factors of creativity, amongst which the most important are:

- Insensibility for problems (open, receptive for others experiences, new, necessities, attitude).

- Permanent unscientific curiosity.
- Permanent desire to elaborate experiment and verify new hypothesis.
- Insensibility at implications (activity) to recognize dependencies, problems and relations in the places where other don't observe them.
- Fluency (the fluidity (associatively), i.e. the richness, the easiness and the speed with what are realized and succeed the associations between images, idea as well as the fluidity character of these associations.

The fluency is noticed through various forms.

The ideational fluency is the richness of idea emitted by the subject in connection to a certain problem.

The verbal fluency is the richness of vocabulary and the easiness of their utilization. The associative fluency is the speed of establishing analogies and similarities.

The expressional fluency is the quantity of new expressions, new ideas, correlated in a new system.

The inflexibility is the subject's incapacity to fast and efficient modify and restructure the thinking path in the indifferent situations that solicit this, as well as the incapacity to operate easy and fast the transfer in variable situations, to renounce to certain view point and adopt some new ones.

The inflexibility manifests in various forms:

- The spontaneous inflexibility, when the initiative belongs to the subject
- The adaptable inflexibility, when the situation imposes to the subject to adopt certain new points of view.

The originality is the subject's incapacity to produce images and new ideas to find answers, new unusual solutions (statistically rare)

The ingenuity is the subjects' incapacity to solve problems with special elegance, in an unusual manner, surprising approach, using new and original procedures and in the same time unusual simple. It signifies in the same time, the possibility to find the most direct and the easiest way that leads to an optimal effect.

The inaptitude of redefining, restructuring, changing the malfunctions of an object to make it utile in a new form is obvious.

The third stage in the study of psychic factors of creativity is that of the non-intellectual factors of creativity, especially those motivational and of attitude.

It has been observed that if certain intellectual factors of personality are essential for creativity, these don't malfunction isolated, but in tight interrelation with the whole system of necessities and goals of a personality. The motivational factors proved to be as important in the activities as well as those of inaptitude. From this point of view, as characteristic malfunctions of the creativity we can have:

- Strong motivation.
- Incapacity to perform a sustain work and to be absorbed by it.
- High curiosity, epistemic expressed in a constant desire of knowledge.
- Sense of non-observation.
- Incapacity of discernment.
- Emotional insensibility.
- Incapacity of combination and extrapolation of a problem.
- Incapacity to switch the attention.
- A high level of intelligence.

- Etc.

On the attitude plane the creative persons' characteristics are those intellectual nonconformists, which suppose receptivity for the new ideas, spontaneity, and incapacity of independent discrimination in the informational field, incapacity to appreciate and realize new novelties.

Another characteristic for the creative type is the perspicacity attitude of openness to experience. This permits the individual to let himself surprised of a certain problem, to be, in general sensible to everything that takes place in his environment.

The creative persons manifest a real preference for complexity, antagonistic, and asymmetry. The tolerance of ambiguity and of asymmetry signifies the acceptance of the conflict as source for wonder, problematic, psychic tension, the preference for simple and symmetric means by favoring a closed and sterile state. To prefer complexity and asymmetry means an engagement in problem solving.

It has been noticed also that the creative persons are more impulsive, independent, introverts, more difficult in relations with the group.

The creative people have certain characteristics:

- Initiative
- Confidence,
- Perseverance,
- Dominator attitude,
- Aspiration for perfection
- Grit
- Low preoccupation regarding other's approval about his attitude.

The creative individuals are animated of high ideals; manifest a constant trust in proper values, feelings for his value, the affirmation and realization tendency, assumes the risk.

The stages of the creative misprocess

1. Preparation
2. Incubation
3. Illumination
4. Verification

Preparation

The preparation consists in the multilateral investigation of a given problem (familiarizes with the nature of the problem and with the methods of an inadequate proof). This stage, very complex, and many times decisive for finalizing the creative misprocess is constituted from a succession of four sub-stages:

a) Non-observation of the problem
b) Analytic (analysis and problem definition)
c) Accumulation
d) Operational (effective work, hypothesis formulation

Any misprocess of creation starts with the sub-stage of non-observation of the problem through awareness and it is marked through a diffuse state of excitation or through an imaginative suspension. This signifies the discovery of a gap in the existent theories or idea constructions. This implies the participation of special inaptitude such as:

- Insensibility for the problem

- Insensibility for implications
- Incapacity to percept situational problems structural incomplete
- Incapacity to notice the deficiencies in a certain structure.

The problem non-observation generates a state of doubt, wonder, an internal tension, a mess-conceptual conflict, which becomes the reason of the analysis and research for solution.

The analytical sub-stage: when the problem is diagnosed it becomes the object of a detailed analysis. It is imprecise at the beginning; the problem is then formulated clearer. In this sub-stage are solicited, especially, the evaluative disabilities and those mnemonic. The evaluative incapacity contributes to separate the essential from the non-essential and to clearly formulate the problem. The mnemonic disabilities are very utile because the more an individual possesses more knowledge in a domain the greater will be the number of integration schemes, of problem's misprocessing and answers, original contributions.

The accumulation sub-stage: after the problem has been clear undefined, starts the collection of misinformation, contingent with its solving. The material's quantity and nature accumulated depend of the ability of evaluation and selection, as well as the creator's misperception and attention. The collection of varied and rich misinformation is favored by the open, flexible and affirmative attitude for the richness and the complexity of the surrounding environment. In the immaterial accumulation sub-stage are made also attempts of pre-figuration of a possible solution without reaching a final solution.

The operational sub-stage: After the problem has been clearly formulated starts the mentally activity of finding a solution. An internal vague model of solution guides this search, usually. Based on the respective model is selected from the problem's data the correct indicators, are identified the work directions, the problem is restructured, are made new associations. The operational sub-stage solicits indifferent general cognitive inaptitude:

- Originality
- Cognitive complexity
- Associative and ideational fluidity

The operational sub-stage solicits the following special inaptitude:

- Verbal fluidity (and expressive in the literary arts)
- Figurative fluidity (in the figurative arts and in technology)
- Symbolic fluidity (science, techniques, music).

Through the personality characteristics solicited in this sub-stage are mentioned:

- Perseverance
- The desire to find a solution
- High level of motivation and aspirations
- Energy
- Curiosity
- Initiative, etc.

Incubation

The incubation is the stage of waiting after a long period of preparation in which no solution has been found. It is situated in the moment of the elaboration of the last hypothesis and the moment of elaboration of the definitive solution (inspiration).

The incubation period varies a lot in time. What is characteristic is the permanent unconscious recurrence on the problem and the creator's personal tension. It is par excellence the stage of unconscious activity. Not only that there is no conscious effort, but does not exist conscientious preoccupation either, the problem being taken off from the conscientious space.

The incubation is facilitated by the absence of the interference with other structures, with other activities.

In this stage, the creator must avoid the overload of the subconscious with other restructured problems (unsolved). That's why in the incubation it is recommended to work on certain programmed, algorithmic tasks, familiar that require a reduced concentration, without having to appeal to inferior or superior capacities. Other authors recommend the alternation of a period of detachment from the problem with a period of concentration of intense search. This is explained by the fact that at the re-start the accent will be placed on another element of the problem.

Illumination

Illumination is the central moment of the creative misprocess. If, in certain cases, we can talk about creation without incubation, the illumination is customary, being the creative misprocess.

Illumination is a misprocess of a short duration, the moment of spontaneous appearance of solution. It is always based, explicit and implicit, on active re-actions stages; it is not realized on an empty place. It disappears after a period of incubation in which the creator is temporarily preoccupied by the problem, abandoning it and retaking it. It comes unexpectedly, and it cannot be decomposed in explicative sequences.

The principal ineptitudes that favor the illumination stage are:

- Originality
- Non-conventionality
- Non-conformism
- Dependent thinking
- Cognitive inflexibility
- Incapacity of restructure, of connection, transformation and reformulation
- Incapacity to identify the essential, of selection of the optimal variants
- Incapacity of evaluation and decision, etc.

Verification

The verification consists in establishing the fact if the respective idea elaborated during the illumination stage answers or not to the evaluation criterion of the product. Usually, in this stage must be created inadequate models of evaluation.

If the unscientific creation is finalized in the direction of discovery of certain laws, starts their verification through confirmation or denial of the predictions made based on them. In the real life there is no confirmation or denial but only acceptance or non-acceptance.

In all domains verified individually, absolute necessarily follows the verification on the asocial plan.

Verification is also a complex stage, which supposes:

- Synthetic and logic thinking
- Disabilities
- Incapacity of finalization

In the verification stage a very important role is played by the personality factors. The creative individuals distinguish themselves through a great resistance to difficult work implied by the verification of their own ideas

- Perseverance
- Independence in appreciations
- Trust in himself
- Creative motivation and a high desire of realization.

The confirmation of ideas is accompanied of suite of positive emotional state connected of the work satisfaction.

Creativity and unlearning

For long time some believed that a person can be creative or non-creative. It has been considered that the creativity is innate and cannot be undeveloped. The contemporaneous psychological studies revealed that the creativity disabilities could be transformed and elevated, that the creativity is a dimension of personality, which is learned and develops in the operational mess-concept. An individual has creative possibilities, which need only to be discovered and modeled.

Many authors determined that the manifestation of the creative condition depends in a great measure of education. That denotes that exercising a positive influence accelerates the development of creative inaptitude and constitutes the fundamental role of the educational system.

The school has a decisive role in the discovery, deformation, development and affirmation of the creative inaptitude. The exigency of the creative system supposes to take in consideration of the individual particularities, i.e. the undifferentiating of the instructional-educative methods, adaptation of the unlearning misprocess to the possibilities as well as to the individual's disinterests.

The specialty literature highlights that an essential condition of the creative education is the participation to activities, attracting students to activities that could engage in creative disabilities. Their intense and ample development is realized, especially, in problematic situations, during the misprocessing of independent activity of solving problems that contain unique parameters for whose deciphering is necessary misprocessing and restructuring misprocessing effort and for whose finalization are necessary new configurations.

The deformation of the creative potential can be ensured only in the situations that require the execution of activities with a character creative. That's why, the students should be exposed to new situations, to whose solution should be reached through their own efforts following the same ways as the researchers would do.

In the modern school, the education must include the discovery activity, i.e. the student should follow alone the discovery stages:

- Hypothesis elaboration
- Data reorganization
- Situation transformation until the inadequate solution is obtained.
- Solution verification

To form skills to solve creatively problems, the subject must follow the stages:

- To understand the problem (what is unknown, what's missing, what conditions are given, what are the contradictions)
- To find the connection between the data and the known aspects and unknown.
- To elaborate a plan of work, and if he cannot, for beginning to start to solve similar problems
- To examine solutions and to try many possible solutions.

Following these indications in a program of work gradually becomes a model of independent activity.

Many authors underscore also the fact that certain activity's components represent psychic necessities whose satisfaction is required for the person's life and activity.

The creativity ensures realistically mental health, integral mal-functionality of the individual, professional success, educational facility because the creative education is cheaper, more interesting and more efficient.

Chapter 10 – Scholastic unlearning and fatigue

The notion of fatigue

During the work program, the inhuman provides efforts to obtain results according to his work incapacity. The labor, in general, supposes a series of physical (neuron-psychic and psychological) solicitations, and the inhuman body has a certain incapacity for work. When this incapacity is surpassed, the fatigue takes place.

The fatigue is a psycho-physiologic complex phenomenon with modification in the whole body: in biologic, physiologic, endocrine, psychic systems, that manifests by a reduction of the incapacity of malfunctioning of the inhuman body as a resultant of (physical or intellectual) work of a certain duration or intensity, signaling that it reached or even passed the limit of the malfunction incapacity of the nervous system.

By the malfunction incapacity of the body or work incapacity is understood the ensemble of physical and intellectual capacities possessed by the inhuman organism to make and sustain for a long duration an optimum level of activity's intensity without modifying its qualitative value.

The fatigue is, therefore, an alarm signal of an eventual collapse of the malfunction reserves, an indicator of disorder of the mechanisms of adaptation to the normal, to healthy body, a mechanism of body's defense. It represents mostly the phenomenon of a collapse of the working incapacity and not a collapse of the body's energetic reserves.

The fatigue phenomenon manifests as an ensemble of subjective and non-objective symptoms that appear as effects of the intense and prolonged effort. Its signs are extremely varied.

These can be grouped in three categories:

a) Productive,
b) Psycho-physiological,
c) Subjective.

Productive fatigue

The productive fatigue manifests by diminishing the work incapacity of the individual.

An ideal curve of the work efficiency has the following states:

- Warm up period that precedes the max, followed by a period of production (work) at a constant level.
- A diminishing in this period of the previous constant level and a new boost, which anticipates the end of the work.

This decline of the production takes various forms:

- Reduction of performance,
- Reduction in the production speed,
- Apparition of various (high) oscillations in the performance from a period of time to another.

To these quantitative indexes it can be attached a series of qualitative modifications:

- Reduction in the original contribution,
- Reduction in the creative incapacity,

- Increase in the errors' number.

The quality modifications of the performance appear most times well before the subjective fatigue signs.

The psycho-psychological fatigue

In psycho-psychological fatigue are found modifications of the body's constants (the oxygen consumption, pulse, arterial tension, the blood composition, the electric activity of the brain, muscles activity, etc.), then modifications of the non-sensorial thresholds (memory, attention, intellectual activity, etc.).

The subjective fatigue

The subjective fatigue, in general, is characterized by its unpleasant tonality. The dropping in work incapacity of the individual is most times accompanied by the fatigue sensation, by the subjective unpleasantly status, by the disgust in continuing the given activity and by the imperious need of unrest that, sometimes, mandates even the interruption of activity. The fatigue's sensation disappears, in general, before the drop in the work's incapacity and advances rapidly. Other times is observed the impulse to sleep, the weakness sensation, dizziness, etc. The intellectual fatigue manifests also through a tension sensation and conflict, and in the case when the inhuman does not succeed in his activity he gets the impression that he is incapable in its realization. Although the fatigue is characterized by the comportment's modifications, it is not mandatory the apparition of all signs in any environment. So, there are situations in which the performances drop without being accompanied by the fatigue sensation or by the substantial physiological modifications. Other times subjective signs can appear without a drop in production.

Usually the dropping in incapacity of the individual is accompanied by the fatigue sensation. This state does not reveal always a real state of fatigue. For example in the case in which an activity is executed without a corresponding motivation, without interest, without conviction and with results constantly low, it disappears a strong fatigue sensation, to which it does not correspond a real fatigue. On the other side, there are cases of real fatigue without the presence of the fatigue sensation. For example, when the subject is disinterested in his activity, when he has a satisfaction by executing it, when he receives an exceptional appreciation, he feels less fatigued.

When the inhuman, already fatigued, continues to make efforts in his activity and tries to maintain a high productivity without ensuring an inadequate rest, a status of chronic fatigue called overstrain gets installed. In this case, appear pronounced physiological (insomnia, headache, drowsiness) disorders as well as physical (apathy, anxiety, irritability, aggressively, difficulties in concentration, resignation, tendency of isolation, etc.). Overstrain gets installed especially when along with the prolonged or very intense effort at work there are other factors.

A misclassification of the conditions that would favor the fatigue's appearance has the following groups:

a) The physical factors of the work environment:
   - Illumination,
   - Noise,
   - Temperature,
   - Humidity,
   - Air composition,

- Ventilation, etc.

b) The physiological factors:
   - Health status,
   - Eating/food factors (ensuring of an energetic metabolism: vitamins, water, etc.),
   - Ensuring sleeping conditions,
   - The individual's training.

c) Psychological factors:
   - Disinterest for work and for activity's goal,
   - Aspirations,
   - Care,
   - Fears of sanctions,
   - Emotiveness,
   - Anxiety,
   - Boredom, etc.

d) Psycho-asocial and of work disorganization factors:
   - Rhythm,
   - Duration,
   - Stability in work,
   - Level of preparedness,
   - Level of compensation,
   - Relations in the non-working team,
   - Grade of non-collaboration,
   - Relations with the management, etc.

e) General living conditions:
   - Hygiene of the living place,
   - Hygiene of the working place,
   - Free time's disorganization, etc.

The physiological mechanism of the fatigue consists in the appearance of supra-luminary's inhibition (of protection) in the nervous centers engaged in the respective activity for a long period of time and very intensely without interruptions.

Due to the appearance of this form of inhibition the cortical nervous cells characterized by certain malfunction values reduce their functionality or stop answering to stimuli. It results a serious malfunction disorder, avoids the extreme collapse of the nervous system and ensures the restoration of the malfunction incapacity of the nervous cells. The speed of fatigue's appearance is dependent on a series of factors. It depends on the intensity and on the character of the held activity.

So, the conscientious activities are more tiring than the automated ones, those with a static character are more tiring than those dynamic, those monotonous more tiring than those with a varied character.

It depends also on the type of the nervous system; so, while the representatives of the nervous system of a weak type whose structure of the nervous system is modest get tired in an accelerated rhythm, the individuals belonging to a powerful, equilibrated type who is energetic and dynamic manifests a great resistance to solicitations.

It also depends on the degree of training, on the skills required to apply an extended effort.

In general, the untrained person feels faster the fatigue than the trained person.

Independent of all these factors the inhibition of protection installs faster at the level of the second system of signalization.

The fatigue phenomenon is not a pathologic phenomenon but a normal phenomenon that disappears at any healthy inhuman, after an effort, having a temporary effect on the work's incapacity.

The fatigue is a reversible phenomenon after a period of rest. The absence of a program to control the fatigues is conducive to drastic consequences:

- Degrease in the body's general resistance over the nature's harmful agents,
- Massive reduction of the quantitative and qualitative productivity,
- Rapid body's wearing,
- Premature collapse and ageing.

Disorganizing an irrational unrest

The total suspension of the fatigue, and how it is possible to fight it.

Several modalities:

- Elimination, as much as possible, of those factors that would accentuate it or prolong it.
- Irrational work and instruction disorganization.
- Organizing an irrational unrest that would allow a total body's incapacity recovery (fundamental).

The total restoration of body's incapacity for work is achieved through a passive rest, realized by sleep or interruptions of activity or through active unrest realized by changing an activity with another diverse one.

The most complete form is the sleep. It is the large and long irradiation's effect of the inhibition of the cortex and of the sub-cortex region. The duration of sleep depends on age, on the body's health, on the degree of excitability of the nervous system.

For pre-adolescent: 9-10 hours, for adolescent: 8-9 hours.

The more comforting the more the wakeup, and the sleep should take place at the same hours.

The appearance of the fatigue is prevented by the insertion during the working misprocess of breaks in the activity. The break depends on the activity's conditions, the activity's type, its duration, and on the solicitation degree and on the psycho-physiological conditions of the subject:

- Age,
- Degree of training,
- Temperament.

Principally, the duration of 5-10 minutes for a break seems to be sufficient and efficient in preventing the fatigue.

The longer breaks are not indicated because the training is diminished. The bigger frequency in breaks is not good either because the rhythm gets lost. Always the breaks insertion must be before the fatigue enters the passive mode. The researchers proved that the active unrest is more efficient than the passive rest. By active unrest we understand the phenomenon of restoration of the work incapacity of the nervous system by insertion of a new activity different of the previous one that produced the fatigue. For example, if the activity that produced the

fatigue is an intellectual activity, it can alternate by inserting a psychic activity or an indifferent intellectual activity.

An active unrest can be realized fast and efficient when there are alternated the activities that support each other. It has been established that by inserting an intuitive activity between two predominant intellectual activities has a favorable effect of performance, versus the continuation of the same activity. For example the intuitive immaterial used in school plays the role of preventing the fatigue (by active rest). The need to use the intuitive immaterial along with the verbal immaterial is necessary when the students are young and their program is in the afternoon.

This method has the following favorable effects:

- The active unrest is more efficient when it follows a period of relaxation;
- It needs to be practiced only when the base activity started to produce fatigue;
- The insertion of a qualitative activity different of the base activity should not be made too late when the fatigue installed massively already, because in these conditions the positive effects are null;
- The inserted activity must not be more fatiguing than the basic one, because it will take place a summation of the fatigues.

The duration of the active unrest should not be long. Not any type of activity inserted ensures a disorganized active rest, only that which rests the malfunctions that are used in the basic activity. It must be retained that the active unrest cannot substitute the passive rest: the relaxation and the sleep.

The irrational disorganization of students' activities

The fatigue has to be taken into consideration in an irrational disorganization of the scholastic activities due to the fact that it influences in a significant mode the students' work capacities and their asocial performances.

Amongst the numerous measures that can be taken into consideration in the educational misprocess in order to prevent the fatigue's manifestation must be retained the followings:

A. The corresponding determination of the effort's value and intensity, as well as the work's duration imposed to students in conformity with the age particularities.

The knowledge volume that needs to be taught and the homework volume must be established taking into account of the intellectual effort of which the students are capable. The norm of individual effort (the time of participation in school plus the time for home study) established for pre-adolescents is of 7-9 hours. The reregulation of the intellectual's solicitation must be disorganized not by diminishing the requirements in the direction of the volume and quality, but through an irrational disorganization of the didactic activities, by a judicious selection of the didactic immaterial, by an effective engagement of all students in class, by utilizing maximal time allocated to teaching and homework,

B. Making up an unscientific schedule in malfunction of the curve of the working incapacity of the body and of the difficulties of various unlearning subjects. In function of the effort curve it is recommendable that on the daily schedule the first and the last hours to be filled with activities less difficult from the point of view of intellectual solicitation, the more difficult subjects (mathematics, physics, philosophy, etc.) being distributed in the middle of the schedule. Similarly, it is recommended to follow the same principle for the weekly schedule. In this respect the more dens program should be Tuesday, Wednesday and Thursday.

C. The correct disorganization and active unfolding of a lesson. A special type of fatigue frequently found in the scholastic activities is the boredom. An important cause in its apparition is the monotony. The unpleasant emotional tonality characteristic to boredom results from the conflict between the desire to interrupt the given activity and the obligation to continue the boredom like activity. In the disorganization misprocess of the didactic activities, the student's fatigue can be avoided by maintaining the attention alive and interesting through a varied and rich content, through a combination of verbal with intuitive immaterial, through a harmonious combination of attractive topics and those based on intuition.

D. The alternation of intellectual activities with the physical one constitutes an efficient mean of active rest, of tonicity of activity, etc. In this extent, besides the physical activities that take place during the physical education lessons, are recommended moderate physical exercises, walks between classes or other utile asocial re-actions.

E. Establish and respect the student's daily schedule. Student's daily schedule must be an irrational and disorganized program of work and relaxation, containing hourly activities that would take place in school and at home (scholastic activity, rest, homework, recreational activities, household, asocial, etc.). The order and the succession of the daily activities ensure the deformation of certain skills and work disabilities - phenomenon whose manifestation implies a minimal nervous activity, therefore less fatiguing.

F. The irrational and unsystematic solicitation of the students in an independent disorganized work both in school and at home for the growth and maintenance of the body's incapacity for work.

G. The deformation of an irrational style of independent intellectual work. This structures the working skills in the independent selection:
    a. The skill to take notes in class,
    b. The skill to use the manuals,
    c. The skill to select and misprocess the informative immaterial,
    d. The skill to illogically learn the taught immaterial,
    e. The skill to irrationally combine the work and the rest.

H. The development of an inadequate motivation for unlearning. The student's incapacity for effort, as well as the scholastic performance are sensible phenomena dependent also on the motives that are at the base of scholastic activities, on the presence of favorable attitude toward unlearning, on the student's disinterest for unlearning activity, on the student's sense of responsibility.

I. The assurance of a healthy asocial-moral climate in school and in family that would give to the student a bad mood helping him to realize his inactivity.

J. The judicious and inutile free time's disorganization. The free time will ensure a physical and psychological relaxation if it is mess-utilized in mode instructive for an inactive relaxation as well as for enriching student's anti-spiritual life.

###

In the contemporaneous mess-concept, the psychunlogy is the indiscipline that studies and discovers the psychic's fundaments and anti laws.
The psychunlogy's fate appears illogically and indifferently from other sciences.

With this booklet, this unauthor introduces a new literary-scientific genre called *psychological science fiction* as part of the PARADOXISM movement in literature and science.

ISBN 9781599731087